DOCUMENT RESUME

ED 209 485 CE 030 504

AUTHOR Smoak, Maria G.
TITLE South Carolina Vocational Educators' Professional Development Needs Assessment.
INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE Aug 81
NOTE 147p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Educational Needs; *Inservice Teacher Education; Needs Assessment; *Professional Development; *Professional Training; *Program Effectiveness; Program Evaluation; Secondary Education; Skill Development; Teaching Methods; Vocational Education; *Vocational Education Teachers
IDENTIFIERS South Carolina

ABSTRACT

A needs assessment was conducted to determine the training and professional development needs of vocational education teachers in South Carolina. The study was designed to identify the skills/skill areas that are used on a day-to-day basis by vocational teachers; those for which they received training either prior to certification or in the course of inservice programs; and finally, those which are used and felt to be important to the teaching process but for which little or no adequate training was provided to the teachers. All program areas except trade and industrial education were surveyed. (A similar study for trade and industrial education was conducted earlier.) In order to obtain information from different perspectives, three respondent groups were surveyed with a rating sheet listing 98 skills. These groups included 1,270 vocational education teachers, 305 administrators of schools offering vocational programs, and 36 teacher educators who have taught instructional skills and methods to vocational teachers. Most of the skills listed in this survey were classified as needs by teachers in each program area. There were many more skills/skill areas in which teachers felt a need for themselves than were perceived by either teacher educators or administrators. All groups indicated that inservice education opportunities existed to a moderate extent, but that they were dissatisfied with the quantity and quality of the training. Teachers also said that inservice conferences were too far away and that they have no professional leave. The skill ratings and perceived needs will be used by the South Carolina Office of Vocational Education to plan inservice programs for vocational education teachers. (Author/KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED209485

SOUTH CAROLINA VOCATIONAL EDUCATORS' PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT

Prepared by
Maria G. Smoak

Research Coordinating Unit
Ancillary Services Section
Office of Vocational Education
Dr. Moody Oswald, Director

Division of Instruction
Sidney B. Cooper
Deputy Superintendent

South Carolina Department of Education
Dr. Charlie G. Williams
State Superintendent

Columbia, South Carolina

August, 1981

CE 030 504

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. L. Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

List of Tables i

Abstract iii

Chapter I - Introduction

Professional Development Mission and Philosophy 1

Purpose of Study. 1

Methodology 2

Data Collection Procedures. 2

Response Rates. 4

Organization of Study 4

Chapter II - Teachers Survey

Section I - Profile of Teachers 7

Teaching Experience. 8

Related Work Experience. 9

Teaching Load. 10

Teacher Certification. 10

Ratings of Training Opportunities. 10

Summer Work and Outside Employment 11

Conferences and Workshops Attended . . . . .

Professional Organizations and Professional Journals 12

Section II - Identification of Skill Needs. 15

Skills Identified as Needs 15

Chapter III - Teacher Educators Survey

Section I - Profile of Teacher Educators. 37

Demographic Data 37

Section II - Teacher Educators' Perceptions of Available Training . 39
Ratings of Training Opportunities. 38
Importance of Outside Employment 41
Workshops and Conferences. 41
Professional Organizations and Professional Journals 43
Section III - Identification of Skill Needs by Teacher Educators. . 44
Chapter IV - Administrators Survey
Section I - Profile of Administrators 52
Demographic Data 52
Ratings of Training Opportunities. 54
Importance of Outside Employment 55
Rating of Practice Teaching. 56
Attendance to Workshops and Conferences. 57
Section II - Identification of Skill Needs by Administrators. . . . 57
Summary. 64
Conclusions and Recommendations. 66
Appendix A
Copies of Survey Letters. A-1
Appendix B
Copy of Teacher Educators Survey. B-2
Copy of Teachers Survey B-3
Copy of Administrators Survey B-4

LIST OF TABLES

TEACHERS

1 - Response Rates by Program Area. 6

2 - Educational Level of Vocational Teachers by Program Area. . . . 8

3 - Needs Identified by Established Criteria

3.1 - Agriculture Education Teachers' Needs. 17

3.2 - Business and Office Education Teachers' Needs. 20

3.3 - Consumer and Home Economics Education Teachers' Needs. 23

3.4 - Distributive Education Teachers' Needs 26

3.5 - Health Occupations Education Teachers' Needs 30

3.6 - Prevocational Education Teachers' Needs. 33

TEACHER EDUCATORS

4 - Demographic Data by Area. 38

5 - Sufficiency of Pre-Service Opportunities for Teachers as Rated by Teacher Educators 39

6 - Value of Practice Teaching as Rated by Teacher Educators. . . . 40

7 - Sufficiency of In-Service Opportunities for Teachers as Rated by Teacher Educators 40

8 - Importance of Outside Employment to Maintaining Skills as Rated by Teacher Educators 41

9 - Recommended Hours Per Year in Workshops Related to Teaching Skills as Rated by Teacher Educators 42

10 - Recommended Hours Per Year in Workshops Related to Specific Discipline as Rated by Teacher Educators 42

11 - Reasons for Instructors Not Attending Pre- and In-Service Workshops as Rated by Teacher Educators 42

12 - Teacher Educators Perceptions of Teachers' Needs. 47

13 - Skills for Which In-Service is Most Needed by Teachers as Rated by Teacher Educators 50

ADMINISTRATORS

14 - Response Rate of Administrators by Type of School 51

15 - Administrators' Demographic Data by Type of School 52

16 - Personal Characteristics of Administrators 53

17 - Average Number of Vocational Teachers by School Size and School Type 54

18 - Sufficiency of Pre-Service Opportunities by Type of School as Rated by Administrators 55

19 - Sufficiency of In-Service Opportunities by Type of School as Rated by Administrators 55

20 - Teachers' Needs Identified by Administrators 60

ABSTRACT

The purpose of the South Carolina Vocational Educators' Professional Development Needs Assessment was to determine the training and professional development needs of vocational education teachers in South Carolina. More specifically, the study was designed to identify the skills/skill areas which are used on a day-to-day basis by vocational teachers; those for which they received training either prior to certification or in the course of in-service programs; and finally, those which are used and felt to be important to the teaching process but for which little or no adequate training was provided to the teachers. All program areas except Trades and Industrial Education were surveyed. A similar study specifically for Trade and Industrial Education teachers was conducted earlier.

Three respondent groups were surveyed in order to obtain information from different perspectives. These included vocational education teachers, administrators of schools offering vocational programs, and teacher educators who were identified by either the Office of Vocational Education or the institutions where they presently teach as individuals who teach or have taught vocational education instructional skills and methodology to vocational teachers.

The populations to be surveyed were selected as follows.

In program areas with less than 300 teachers, the entire population was surveyed. These included Agriculture (173), Distributive Education (100), and Health Occupations (74). In program areas with more than 300 teachers, a 50 percent random sample of the larger program areas were surveyed. This random selection resulted in the following: Consumer and Home Economics (293), Business and Office (331), and Prevocational (199). It was felt that a 50 percent random sample of the larger program areas would be representative of each of those populations while also being much more manageable. The entire population of administrators (305) and teacher educators (36) was surveyed.

The results of this study will be used to plan in-service programs for vocational education teachers. They will provide the Office of Vocational Education decision-makers and teacher educators with information from the administrators' and teachers' perspectives concerning the skills in which they feel teachers need training. This will, in turn, aid in the planning of relevant in-service programs and pre-service course work.

CHAPTER I

INTRODUCTION

Professional Development Mission and Philosophy

"The mission of the Office of Vocational Education, State Department of Education, is to efficiently and effectively . . . provide for the professional improvement of vocational teachers and ancillary/administrative staff . . ." (1981 State Plan for Vocational-Technical Education).

According to the philosophy of the Office of Vocational Education, continuous improvement in the qualifications of its personnel is one means of improving the quality of vocatioanl education in the state. In keeping with this philosophy, one of the FY 1981 objectives under Subpart 3, Program Improvement/Support Services, was "to determine the teacher training and professional development needs of state and local vocational educators".

Purpose of the Study

The purpose of this study was to comply with the above objective by assessing the professional development (pre-service and in-service) needs of vocational instructors. The objectives of the study were:

1. to identify skills/skill areas which vocational teachers, administrators, and teacher educators feel that the teachers in each program area use on a day to day basis and which are important to the teaching process, but for which they indicate having received little or no adequate training;

2. to determine the extent to which pre-service, practice teaching, and in-service training provide sufficient opportunities to prepare and maintain the skills necessary to carry out their duties; and,

3. to identify reasons which may prevent teachers from attending in-service workshops.

Methodology

The general design of the study was similar to that used by National Evaluation Systems (NES) when they conducted a study of the professional development needs of T&I teachers in South Carolina. The survey instruments, which were developed by NES in conjunction with the Office of Vocational Education staff and vocational educators, were adapted to the appropriate respondent groups. All changes, additions, and deletions to the instruments were made with the advice and input of the Program Planning and Development staff (state supervisors or consultants in each program area).

A meeting was held with the Program Planning and Development staff of the Office of Vocational Education and each of the three instruments -- teachers, administrators, and teacher educators -- was carefully reviewed and modified as deemed necessary. The revised draft of the survey instruments was again presented to the staff for additional comments.

The decision to use the NES instruments (or adapted forms of them) was one of practicality and cost-effectiveness. NES had developed the instruments under contract with the Office of Vocatioanl Education after much consultation and discussion with a working committee composed of Office of Vocational Education staff and South Carolina educators of varying backgrounds. A field test of the instruments was also completed and revisions made as necessary. It seemed sensible and appropriate, therefore, to take advantage of the previous efforts and not to have to start from the beginning developing a new set of instruments.

Data Collection Procedures

The three populations to be surveyed were:

1. vocational teachers in all program areas except T&I which had been surveyed in an earlier study,
2. administrators of schools offering vocational programs, and
3. teacher educators who were identified by either the Office of Vocational Education or the institution where they presently teach as individuals who teach or have taught vocational education, instructional skills, and methodology to vocational teachers.

Due to cost restraints and for manageability, the size of the teacher population to be surveyed was selected as follows. If a program area had less than 300 teachers, the entire population was surveyed. These included Agriculture (173), Distributive Education (100), and Health Occupations (74). If a program area had more than 300 teachers, a 50 percent random sample was selected. This resulted in the following samples: Home Economics (293), Business and Office (331), and Prevocational (199).

Advance notice letters were sent two weeks prior to the study to all teachers who had been selected for the study as well as to the administrators and teacher educators. The letters were sent to the school principal who was asked to distribute them to the teachers whose name appeared on each letter. It was felt that prior acquaintance with the activity and an advance request for cooperation would increase the response rate. An additional and unforeseen benefit of the advance letter was that in some cases it was possible to remove from the list names of teachers who were no longer employed at a particular school and to replace them with other randomly selected names.

The survey forms, accompanied by a letter to each participant, were sent to the principal who was again asked to distribute them to the selected teachers. Administrators were asked to collect the surveys and return them

to the Office of Vocational Education in one packet. However, the greatest majority of the administrators left it up to each teacher to return his/her survey.

Response Rates

Teachers - A total of 1170 teacher surveys was mailed to vocational teachers in every program area except T&I. There were 892 useable surveys for an overall response rate of 76 percent. Additional information regarding response rates of individual program areas will be presented in the Teachers Survey chapter (Chapter II).

Teacher Educators - Thirty-six surveys were sent to teacher educators and eighteen were returned in useable form for a response rate of 50 percent.

Administrators - Four hundred five administrators received a questionnaire. This included 222 principals of high schools which offer vocational courses, fifty-six vocational center directors, 121 principals of junior high or middle schools which offer vocational courses, and six principals of directors of special institutions. Only those junior high or middle schools which had a teacher randomly selected to receive a questionnaire were included. The response rate for administrators was 68 percent.

Organization of Study

The results of the study will be presented separately for each of the three respondent populations - teachers, teacher educators, and administrators. A chapter will be devoted to each one to provide a profile of that population and explanations of the responses given by that particular group. Within each chapter the results of each respondent group have been further subdivided

and analyzed according to program area for teachers and teacher educators and type of school for administrators. It is hoped that presenting the results by program area will make it easier for program planners and decision-makers to quickly pinpoint the teachers' needs in each individual area. Although many of the questions are similar, they are not directly comparable across respondent groups. Care has been taken not to make comparisons that would result in distorted conclusions.

The final chapter will offer a summary of the findings as well as the conclusions and recommendations.

CHAPTER II

TEACHERS SURVEY

In order to collect the necessary data to determine the professional development needs of vocational teachers, a total of 1170 questionnaires was sent to vocational teachers in every area except T&I. Selection of the respondent population is explained in Chapter I of this report. There were 982 useable questionnaires returned for an overall response rate of 76 percent. Response rates by individual program areas are presented in Table 1.

TABLE 1

Response Rates by Program Area

Program Area	Number Sent	Number Returned	Response Rate
Agriculture	173	118	68%
Business and Office	331	270	82%
Consumer and Home Economics	293	223	75%
Distributive Education	100	72	72%
Health Occupations	74	54	73%
Prevocational Education	199	103	53%

There was also a number of respondents who either indicated that they taught in more than one area (33) or did not indicate an area at all (19). It was found that those who indicated teaching in more than one area are teaching Prevocational Education as one of the two areas. The second area may be Agriculture, Business and Office, or Consumer and Home Economics Education. Although it is not known whether the teacher considers Prevocational

Education or one of the other areas as the main area in which he/she teaches, for analysis purposes this group was added to the Prevocational classification. When this is done the response rate for that group increases to 68 percent which is more in line with the response rates for the other groups.

Section I - Profile of the Teachers

Questions 1-9 of the Teachers Survey were designed to obtain a profile of the respondent groups by collecting such demographic data as size and type of school in which they are currently teaching, their program area, years of experience, and years of related work experience. Other personal characteristics such as age, sex, race, and level of education were also collected.

The majority (68 percent) of the respondents taught in a high school or comprehensive high school setting. Twenty percent taught in area vocational centers and 11 percent taught in a junior high or middle school. One percent taught in special institutions. Forty percent taught in schools with student populations between 500 and 999; 37 percent in schools with 1000 or more students and 21 percent in schools with less than 500 students.

Thirty-two percent of the respondents were between the ages of thirty and thirty-nine while 25 percent were between forty and forty-nine and 23 percent were fifty or older. Approximately 20 percent were under thirty years of age. Sixty-nine percent were white non-hispanic and 29 percent were black, non-hispanic. Examination of the variable sex by program area reveals that the traditional sex roles are very prevalent among the teachers responding to this survey. As would be expected a large majority of the Agriculture teachers (95 percent) and Prevocational teachers (83 percent) are male while a large majority of Business and Office (96 percent) and

Health Occupations (96 percent) and Consumer and Home Economics (96 percent) teachers are female. Distributive Education teachers were more evenly divided with 54 percent and 45 percent male and female respectively.

The highest education level attained by the respondents as a whole was Bachelor's degree (51 percent) and Master's degree (41 percent). The remaining 8 percent were divided between an Associate degree (2 percent), a three year nursing degree (3 percent), and a Doctoral degree (less than 1 percent). These educational levels are displayed by program area in Table 2.

TABLE 2

Educational Level of Vocational Teachers by Program Area *

Program Area	Associate Degree	3 Yr. Nursing Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
Agriculture			42%	55%	
Business and Office			56%	43%	
Consumer and Home Ec			61%	37%	
Distributive Ed.			46%	53%	
Health Occupations		41%	48%	6%	
Prevocational	10%	1%	35%	45%	2%
More than one area	3%	49%	42%		

* Percentages may not total 100 due to non-response.

Teaching Experience. The years of teaching experience which respondents have in their vocational areas varies greatly within each program area. In Agriculture, the largest percentage (31 percent) reported having twenty years or more of teaching experience in their program area, while 11 percent were in their first year of teaching. The largest percentage of Business and Office teachers (31 percent) reported having between ten to nineteen years of experience while only 3 percent were in their first year of teaching.

Twenty-eight percent of the Consumer and Home Economics teachers had been teaching for twenty years or more; and 4 percent reported being in their first year. In Distributive Education, 79 percent have less than ten years of experience with 42 percent having between one and four years of experience. The majority of the Health Occupations teachers (72 percent) also had less than ten years of vocational teaching experience with 29 percent being in their first year of teaching. The years of teaching reported by Prevocational teachers were fairly evenly distributed across the spectrum. Twenty-nine percent of the respondents fell in the five to nine year category and an additional 29 percent fell in the ten to nineteen category. Finally, the majority of those who are teaching in more than one area (64 percent) reported having less than ten years of teaching experience.

Related Work Experience. Data concerning related work experience in the field in which they are teaching was also collected for each area. One-fourth of the Agriculture teachers have twenty or more years of related work experience while 12 percent have less than one year. Over half (53 percent) of the Business and Office teachers have between one and four years related work experience and an additional 13 percent have less than one year. Thirty percent of Consumer and Home Economics teachers reported between one and four years while 21 percent have less than one year. The majority (64 percent) of Distributive Education teachers have less than five years of related work experience. The largest percentage of Health Occupations teachers (44 percent) have between ten and nineteen years of experience. Prevocational teachers' responses were again fairly evenly divided with slightly over one-fourth (27 percent) having between ten and nineteen years of experience. Of those teaching in more than one area, 63 percent have less than ten years of work experience in a related field.

Teaching Load. The current teaching load of the majority (62 percent) of the respondents is four to five hours per day. Only Health Occupations differed with 74 percent of those respondents indicating that their teaching load is six hours per day or more. Almost half (48 percent) indicated that they have between two and three preparations per day.

Certification. In considering the staff and professional development needs of vocational education teachers, it is important to determine not only how long it has been since they received their initial certification but also how many credit hours they have toward re-certification and their preferences for receiving their re-certification credits.

It was found that the majority of the respondents (65 percent) had received their initial certification more than six years ago. Many of them (38 percent) have completed over eighteen credit hours toward re-certification while one-fourth have completed between three and six hours. They were asked where they received most of their re-certification credits and where they would prefer to receive additional re-certification credits. Seventy-four percent indicated that they recieved most of their re-certification credits at a college or university. In terms of their preference, 37 percent indicated that they would prefer to receive them at a college or university. An additional 30 percent said that they would prefer State Department of Education in-service programs.

Ratings of Training Opportunities. To determine teachers' perceptions about their pre-service and in-service opportunities they were asked to rate several items using the following rating scale:

To a very great extent
To a great extent

To a moderate extent
To a small extent
Not at all

The first item that they rated in this manner was the extent to which they felt that the experience obtained through practice teaching was helpful. Overall, the largest percentage (28 percent) indicated that practice teaching was helpful to a great extent. The one program area that differed greatly from the others was Health Occupations where 80 percent of the respondents indicated that they had no practice teaching experience and, therefore, this question was not applicable to them. Twenty-one percent of the Distributive Education teachers also indicated that they had nad no practice teaching experience.

Teachers were also asked to rate the extent to which they felt there were sufficient in-service opportunities for them to update and maintain their teaching skills. Overall, the largest percentage (43 percent) felt that there were sufficient in-service opportunities to a moderate extent. This response was consistent across all program areas.

Summer Work and Outside Employment. In terms of summer work in jobs related to the field in which they teach, 45 percent indicated that they do not work at all. The only two areas that differed were Agriculture and Prevocational Education. Thirty-five percent of the Agriculture respondents said that they work more than forty hours per week during the summer while 24 percent of the Prevocational teachers indicated that they work between thirty-one and forty hours per week.

Next, they were asked the extent to which they feel that their outside employment helps them maintain their technical skills. Consistent with the previous question relating to summer work, 47 percent stated that they did

not work and, therefore, this question was not applicable. Thirty-three percent of the remaining ones who do work in an outside job reported that their job helps them maintain their technical skill to a very great extent (16 percent) and to a great extent (17 percent).

Conferences and Workshops Attended. The number of conferences attended by teachers was fairly consistent across most program areas. Overall, 42 percent reported having attended six or more conferences in their own area during the past six years. Teachers in the area of Prevocational and those teaching in more than one area differed from the rest of the respondents with 35 percent of the Prevocational teachers reporting that they had attended between two and three conferences; and those teaching in more than one area, between four and five conferences.

A list of possible reasons which may have prevented teachers from attending in-service workshops was provided. The reason chosen with the most frequency (44 percent) was that workshops were offered too far away. The next most frequently cited reasons were that they have no time to attend (18 percent) and they have no professional leave (16 percent). "Other" reasons provided by 12 percent of the respondents include "no travel expenses", "no credit given", "family responsibilities", and "employed during the summer".

Professional Organizations and Professional Journals. The teachers were also asked to list the professional organizations to which they belong which are related to their field and to list the periodicals (magazines, journals, etc.) which they read on a regular basis.

The following organizations in each area were cited most often.

Agriculture

S. C. Vocational Agriculture Teachers Association (74)

National Vocational Agriculture Teachers Association (67)

American Vocational Association (70)

Business and Office Education

S. C. Business and Office Education Association (135)

National Business Education Association (102)

S. C. Education Association (44)

Consumer and Home Economics

National Education Association (83)

American Vocational Association (79)

S. C. Education Association (72)

American Home Economics Association (56)

Distributive Education

American Vocational Association (36)

S. C. Association of Distributive Education Teachers (32)

S. C. Vocational Association (29)

DECA (29)

Health Occupations

American Vocational Association (34)

S. C. Vocational Association (26)

HOE (24)

Prevocational Education

American Vocational Association (30)

Prevocational Education (cont.)

S. C. Education Association (24)

National Education Association (24)

The following lists of reading materials were cited with the most frequency as being read on a regular basis:

Agriculture

Farm Journal (57)
Agriculture Education Magazine (44)
Progressive Farmer (42)
Vocational Education Journal (33)

Business and Office Education

Balance Sheet (217)
Business Education World (119)
Business Education Forum (102)
Today's Secretary (66)

Consumer and Home Economics

Forecast (132)
American Vocational Association Journal (47)
Journal of Home Economics (47)

Distributive Education

DECA Distributor (29)
American Vocational Association Journal (23)
DECA Reporter (17)

Health Occupations

American Journal of Nursing (43)
RN Magazine (30)
Nursing '80 (25)

Prevocational Education

School Shop (26)
American Vocational Association Journal (23)
Industrial Education (11)

Section II - Identification of Skill Needs

Section II of the Teachers Survey provided a list of seventy-two teaching skills which are used by most instructors, regardless of program area. The purpose of this section was to identify the skills/skill areas for which the teachers themselves feel a need for in-service training. Analysis of this section will result in a list of specific skills in which teachers feel they received little or no adequate training and should, therefore, be addressed in the planning of future pre- and in-service courses. These skills will be called "needs".

The procedure used in this section was as follows. First, teachers were asked to select those skills which they use in a given year. Next, they were to rate each of the skills they selected on a scale of one (not at all important) to five (extremely important) in terms of its importance to the teaching process. Third, they were asked whether they had been offered training, either pre-service or in-service, in that skill; and finally, to rate the adequacy of that training using a five-point scale (one=not at all adequate, five=adequate to a very great extent).

A set of criteria was established to identify a skill as a "need". Similar criteria were used for the three respondent groups and will be explained as the results for each group are presented. The following criteria were used for the Teacher Survey.

1. The skill had to be selected by at least 30 percent of the teachers in 4 program areas as one that they used in a given year; and
2. The skill had to be considered important to the teaching process as measured by an importance rating of at least three on the five-point scale by at least 30 percent of the teachers in that program

area; and

3. Those teachers indicated that they had not received training in that skill; or
4. They indicated that they had received training which was inadequate as measured by an adequacy rating of less than three on a five-point scale.

As with the other two respondent groups, it was necessary that three of the four criteria be met in order for the skill/skill areas to be considered a "need" for which pre-service or in-service training should be offered.

Skills Identified as Needs. In the following table only those skills which meet the criteria are included for each program area. The percentage of respondents selecting the skill, as well as the ratings for importance to teaching and adequacy of training, are provided for each skill. It should be noted that, since "needs" were identified by program area based on teacher responses, what constitutes a need in one program area may not necessarily be a need in another program area. For ease of reading, a four-column format is used as follows:

1. Column 1 - identifies the skills which meet all the criteria
2. Column 2 - gives the actual percentage of respondents (greater than or equal to 30 percent) who use the skill
3. Column 3 - gives the average rating given by the respondents in terms of the importance of the skill (1=low, 5=high)
4. Column 4 - gives the average rating given by the respondents to the adequacy of the training they received in that skill (1=low, 5=high)

TABLE 3.1

Agriculture Education Teachers' Needs (N=118)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
INSTRUCTION			
Develop teaching objectives.	35	4.1	2.0
Incorporate the teaching of basic reading skills into the vocational curriculum.	37	4.2	2.0
Incorporate the teaching of basic mathematical skills into the vocational curriculum.	46	4.1	2.0
Incorporate the teaching of basic writing skills into the vocational curriculum.	37	4.0	1.7
Select homework and classroom assignments that reinforce each instructional unit.	42	4.0	2.0
Utilize a variety of teaching strategies (e.g., lecture, discussion, simulation, role playing) as appropriate.	31	4.3	*
TESTING AND EVALUATION			
Prepare own oral classroom tests.	36	4.1	2.0
Prepare own written classroom tests.	47	4.3	2.0
Prepare own performance classroom tests.	41	4.4	1.5
Work with administrators to conduct evaluation of own vocational course or program.	45	4.0	2.0
Grade students based upon their individual performances of specific skills.	53	4.6	1.8
Assign grades to students for their performances in the course.	50	4.5	2.0
Identify students needing additional help.	55	4.4	1.8
Discuss test results with individual students.	49	4.2	1.5
Communicate with students at regular intervals about their progress or grade status.	53	4.3	1.5
Assist students to identify their skills, interests, and capabilities.	56	4.2	1.7
Work with administrators to evaluate the quality of available instruction materials.	44	4.3	1.8
CLASSROOM MANAGEMENT			
Recognize various behavior problems.	46	4.2	1.8
Modify behavior of students with behavior problems.	46	4.2	1.6

Agriculture Education Teachers' Needs
(cont.)

(N=118)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
CLASSROOM MANAGEMENT (cont.)			
Use differing approaches to discipling students.	53	4.3	1.8
Recognize drug, alcohol, and tobacco problems.	46	4.1	1.7
Select course of action for dealing with students with drug, alcohol, or tobacco problems.	35	4.2	1.5
Maintain safety regulations in classroom.	36	4.7	1.7
Adapt to irregular lecture (classroom) schedules.	36	4.3	1.7
Schedule time for individual job-related projects.	37	4.3	2.0
Coordinate instruction with other teachers.	33	3.9	1.6
Cope with a diversity of basic skills.	41	4.3	1.7
SPECIAL NEEDS SERVICES			
Modify instructional materials for special needs (handicapped or disadvantaged) students.	38	4.3	1.5
Provide gifted students with an appropriately challenging instructional environment.	31	4.3	1.8
STUDENT PLACEMENT			
Work with placement officers/guidance counselors to place students.	32	4.2	1.8
Acquaint students with job descriptions.	31	4.1	1.5
Assist students with career decision-making.	39	4.2	1.0
Assess local and state job opportunities in own field.	40	4.2	1.9
Identify potential employers.	46	4.1	2.0
ADMINISTRATIVE			
Develop budgets.	32	4.4	1.5
Justify needs for equipment requested.	47	4.4	1.9
Order materials.	53	4.5	1.5
Maintain an inventory of materials.	53	4.4	1.9
Write reports requested by school administration.	42	4.3	1.8
Maintain appropriate records of student performace, attendance, behavior.	47	4.3	1.5
Develop course outlines.	36	4.5	2.0

Agriculture Education Teachers' Needs
(cont.)

(N=118)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
ADMINISTRATIVE (cont.)			
Set up and work with advisory committee.	36	4.2	1.6
Organize and encourage students to participate in a student organization.	37	4.3	1.4
Work with business and industry to secure materials.	48	4.1	1.8
Maintain informal or formal contact with students' parents.	47	4.2	1.8

* None indicated having received training.

≥ means "greater than or equal to"

< means "less than"

1 equals low

5 equals high

TABLE 3.2

Business and Office Education Teachers' Needs

(N=270)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
INSTRUCTION			
Prepare lesson plans.	53	4.5	1.3
Develop teaching objectives.	39	4.4	1.5
Incorporate the teaching of basic reading skills into the vocational curriculum.	46	4.3	1.5
Incorporate the teaching of basic mathematical skills into the vocatioanl curriculum.	63	4.3	1.5
Incorporate the teaching of basic writing skills into the vocational curriculum.	54	4.2	1.4
Select homework and classroom assignments that reinforce each instructional unit.	67	4.7	1.8
Utilize a variety of teaching strategies (e.g., lecture, discussion, simulation, role playing) as appropriate.	50	4.5	2.0
Utilize audio-visual materials (e.g., film strip projector, carousel projector, video-tape, teacher-made transparencies) in the classroom.	43	4.0	1.7
Use individualized instruction techniques.	53	4.2	1.9
Utilize a variety of instructional materials (e.g., state approved textbooks, commercially prepared materials, state or locally developed materials).	55	4.3	1.6
TESTING AND EVALUATION			
Use commercially-developed criterion-referenced tests.	49	3.8	2.0
Prepare own criterion-referenced tests.	41	4.3	2.0
Prepare own oral classroom tests.	40	4.1	1.2
Prepare own written classroom tests.	60	4.4	1.9
Prepare own performance classroom tests.	55	4.4	1.9
Work with administrators to conduct evaluations of own vocational course or program.	45	4.0	1.8
Work with administrators to use results of an evaluation to improve a program.	32	4.0	1.7
Grade students based upon their individual performances of specific skills.	64	4.4	1.6
Assign grades to students for their performances in the course.	66	4.6	2.0
Identify students needing additional help.	71	4.7	1.8

Business and Office Education Teachers' Needs
(cont.)

(N=270)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
TESTING AND EVALUATION (cont.)			
Discuss test results with individual students.	71	4.7	1.6
Communicate with students at regular intervals about their progress or grade status.	74	4.5	1.8
Assist students to identify their skills, interests, and capabilities.	64	4.4	1.7
Work with administrators to evaluate the quality of available instruction materials.	41	4.1	1.8
CLASSROOM MANAGEMENT			
Recognize various behavior problems.	61	4.5	1.8
Modify behavior of students with behavior problems.	58	4.4	1.7
Use differing approaches to disciplining students.	62	4.4	1.7
Recognize drug, alcohol, and tobacco problems.	45	4.2	1.5
Maintain safety regulations in classroom.	72	4.2	1.7
Adapt to irregular lecture (classroom) schedules.	61	4.2	1.0
Schedule time for individual job-related projects.	47	4.3	1.2
Coordinate instruction with other teachers.	57	4.2	1.7
Cope with students with a diversity of basic skills.	68	4.4	1.5
SPECIAL NEEDS SERVICES			
Recognize the educational needs of gifted students.	31	4.3	1.5
Provide gifted students with an appropriately challenging instructional environment.	30	4.4	1.5
STUDENT PLACEMENT			
Work with placement officers/guidance counselors to place students.	40	4.3	1.6
Acquaint students with job descriptions.	51	4.3	1.7
Assist students with career decision-making.	54	4.2	1.0
Assess local and state job opportunities in own field.	32	4.2	1.5
Identify potential employers.	36	4.3	1.2

Business and Office Education Teachers' Needs
(cont.)

(N=270)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
ADMINISTRATIVE			
Justify needs for equipment requested.	53	4.4	1.2
Order materials.	60	4.4	1.2
Maintain an inventory of materials.	58	4.3	1.9
Write reports requested by school administration.	44	4.0	1.7
Maintain appropriate records of student performance, attendance, behavior.	60	4.5	2.0
Develop course outlines.	51	4.3	1.8
Organize and encourage students to participate in a student organization.	46	4.1	1.8
Work with business and industry to secure materials.	30	4.0	2.0
Maintain informal or formal contact with students' parents.	57	4.2	1.8

≥ means "greater than or equal to"

< means "less than"

1 equals low

5 equals high

TABLE 3.3

Consumer and Home Economics Education Teachers' Needs

(N=223)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
INSTRUCTION			
Prepare lesson plans.	44	4.5	1.8
Develop teaching objectives.	31	4.3	1.8
Incorporate the teaching of basic reading skills into the vocational curriculum.	55	4.3	1.8
Incorporate the teaching of basic mathematical skills into the vocational curriculum.	58	4.0	2.0
Incorporate the teaching of basic writing skills into the vocational curriculum.	48	3.8	2.0
Use performance-based worker task lists to select competencies to be taught.	31	3.9	1.6
Select homework and classroom assignments that reinforce each instructional unit.	58	4.5	1.6
Utilize a variety of teaching strategies (e.g., lecture, discussion, simulation, role playing) as appropriate.	46	4.5	1.7
Utilize audio-visual materials (e.g., film stip projector, carousel projector, video-tape, teacher-made transparencies) in the classroom.	49	4.4	1.5
Use individualized instruction techniques.	47	4.3	1.6
Utilize a variety of instructional materials (e.g., state-approved textbooks, commercially prepared material, state or locally-developed material).	48	4.4	1.5
TESTING AND EVALUATION			
Prepare own criterion-referenced tests.	40	4.4	1.4
Prepare own oral classroom tests.	50	4.2	1.3
Prepare own written classroom tests.	54	4.5	1.5
Prepare own performace classroom tests.	50	4.5	1.6
Work with administrators to conduct evaluation of own vocational course or program.	47	4.1	1.6
Work with administrators to use results of an evaluation to improve a program.	39	4.1	1.4
Grade students based upon their individual performances of specific skills.	63	4.5	2.0
Assign grades to students for their performaces in the course.	58	4.3	1.6
Identify students needing additional help.	65	4.5	1.5

Consumer and Home Economics Education Teachers' Needs
(cont.)

(N=223)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
TESTING AND EVALUATION (cont.)			
Discuss test results with individual students.	67	4.3	1.2
Communicate with students at regular intervals about their progress or grade status.	69	4.4	1.5
Assist students to identify their skills, interests, and capabilities.	63	4.3	1.7
Work with administrators to evaluate the quality of available instruction materials.	39	4.2	1.4
CLASSROOM MANAGEMENT			
Recognize various behavior problems.	62	4.5	1.7
Modify behavior of students with behavior problems.	58	4.4	1.7
Use differing approaches to disciplining students.	66	4.5	1.5
Recognize drug, alcohol, and tobacco problems.	49	4.2	1.7
Select course of action for dealing with students with drug, alcohol, or tobacco problems.	33	4.0	1.8
Maintain safety regulations in classroom.	65	4.7	2.0
Adapt to irregular lecture (classroom) schedules.	60	4.3	1.8
Schedule time for individual job-related projects.	34	4.1	2.0
Coordinate instruction with other teachers.	46	4.1	1.5
Cope with students with a diversity of basic skills.	59	4.4	1.5
SPECIAL NEEDS SERVICES.			
Modify instructional materials for special needs (handicapped or disadvantaged) students.	44	4.4	1.6
Modify testing instruments to accommodate special needs students.	48	4.4	1.5
Recognize the educational needs of gifted students.	36	4.5	1.0
Provide gifted students with an appropriately challenging instructional environment.	39	4.5	1.5
Review instructional materials for sex bias.	42	4.3	1.8
Recruit students into non-traditional programs.	32	4.2	1.6

Consumer and Home Economics Education Teachers' Needs
(cont.)

(N=223)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
STUDENT PLACEMENT			
Assist students with career decision-making.	30	4.2	1.6
ADMINISTRATIVE			
Develop budgets.	34	4.3	1.7
Justify needs for equipment requested.	49	4.5	1.8
Order materials.	59	4.5	2.0
Maintain an inventory of materials.	57	4.5	1.6
Write reports requested by school administration.	50	4.3	1.8
Maintain appropriate records of student performance, attendance, behavior.	55	4.5	2.0
Develop course outlines.	50	4.6	2.0
Organize and encourge students to particpate in a student organization.	38	4.3	2.0
Work with business and industry to secure materials.	35	4.0	1.8
Maintain informal or formal contact with students' parents.	53	4.2	1.8

≥ means "greater than or equal to"

< means "less than"

1 equals low

5 equals high

TABLE 3.4

Distributive Education Teachers' Needs

(N=72)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
INSTRUCTION			
Prepare lesson plans.	43	4.5	1.8
Develop teaching objectives.	40	4.4	1.8
Incorporate the teaching of basic reading skills into the vocational curriculum.	46	4.3	2.0
Incorporate the teaching of basic mathematical skills into the vocational curriculum.	58	4.5	1.3
Incorporate the teaching of basic writing skills into the vocational curriculum.	61	6.1	1.5
Use performance-based worker task lists to select competencies to be taught.	33	4.4	2.0
Select homework and classroom assignments that reinforce each instructional unit.	57	4.5	2.0
Utilize a variety of teaching strategies (e.g., lecture, discussion, simulation, role playing) as appropriate.	51	4.7	2.0
Utilize audio-visual materials (e.g., film strip projector, carousel projector, video-tape, teacher-made transparencies) in the classroom.	50	4.5	1.5
Use individualized instruction techniques.	49	4.2	1.4
Utilize a variety of instructional materials (e.g., state-approved textbooks, commercially prepared material, state or locally-developed material).	57	4.4	2.0
TESTING AND EVALUATION			
Prepare own criterion-referenced tests.	46	4.4	2.0
Prepare own oral classroom tests.	38	4.3	2.0
Prepare own written classroom tests.	61	4.4	1.5
Prepare own performance classroom tests.	58	4.5	1.7
Work with administrators to conduct evaluations of own vocational course or program.	51	3.7	1.5
Work with administrators to use results of an evaluation to improve a program.	38	4.1	1.9
Grade students based upon their individual performances of specific skills.	65	4.4	1.5
Assign grades to students for their performances in the course.	67	4.3	2.0

Distributive Education Teachers' Needs
(cont.)

(N=72)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
TESTING AND EVALUATION (cont.)			
Identify students needing additional help.	65	4.6	2.0
Discuss test results with individual students.	64	4.4	*
Communicate with students at regular intervals about their progress or grade status.	72	4.4	1.5
Assist students to identify their skills, interests, and capabilities.	71	4.5	2.0
Work with administrators to evaluate the quality of available instruction materials.	39	4.0	1.3
CLASSROOM MANAGEMENT			
Recognize various behavior problems.	60	4.4	2.0
Modify behavior of students with behavior problems.	60	4.5	2.0
Use differing approaches to disciplining students.	63	4.3	1.7
Recognize drug, alcohol, and tobacco problems.	40	4.3	1.7
Select course of action for dealing with students with drug, alcohol, or tobacco problems.	36	4.3	1.8
Maintain safety regulations in classroom.	64	4.3	1.8
Adapt to irregular lecture (classroom) schedules.	69	4.2	1.8
Schedule time for individual job-related projects.	43	4.4	1.3
Coordinate instruction with other teachers.	49	3.9	1.8
Cope with students with diversity of basic skills.	69	4.3	2.0
COOPERATIVE EDUCATION			
Organize programs of cooperative vocational education.	61	4.6	1.7
Select students for programs of cooperative vocational education.	43	4.5	1.8
Place students in on-the-job training related to their career objective in programs of cooperative vocational education.	58	4.7	1.8
Develop training plans for students in programs of cooperative vocational education.	43	4.1	1.6
Complete and obtain appropriate signatures for training agreements for students in programs of cooperative vocational education.	53	4.3	1.5

Distributive Education Teachers' Needs
(cont.)

(N=72)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
COOPERATIVE EDUCATION (cont.)			
Inform students, parents, business-people, school administrators, guidance counselors, teachers, and the general public about cooperative vocational education.	64	4.5	1.5
Obtain input from an active advisory committee for a cooperative vocational education program.	50	4.0	1.7
Conduct coordination visits with employers of cooperative vocational education students.	69	4.5	1.0
Inform employers and work with them regarding the Targeted Tax Credit.	49	4.4	1.7
SPECIAL NEEDS SERVICES			
Modify instructional materials for special needs (handicapped or disadvantaged) students.	31	3.7	1.7
Modify testing instruments to accommodate special needs students.	35	3.8	1.7
Recognize the educational needs of gifted students.	30	4.3	1.0
Provide gifted students with an appropriately challenging instructional environment.	31	4.4	1.3
Recruit students into non-traditional programs.	33	4.2	1.5
STUDENT PLACEMENT			
Work with placement officers/guidance counselors to place students.	51	4.3	1.9
Acquaint students with job descriptions.	65	4.4	1.5
Insure availability of placement resource materials such as VIEW, catalogs, Dictionary of Occupational Titles	44	4.1	1.4
Assist students with career decision-making.	70	4.4	1.5
Discuss with employers services available from the school	58	4.2	1.7
Assess local and state job opportunities in own field.	53	4.2	2.0
Identify potential employers.	67	4.5	1.8
ADMINISTRATIVE			
Develop budgets.	40	4.1	2.0
Justify needs for equipment requested.	54	4.1	1.0
Order materials.	57	4.4	1.0

Distributive Education Teachers' Needs
(cont.)

(N=72)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
ADMINISTRATIVE (cont.)			
Maintain an inventory of materials.	56	4.2	1.3
Write reports requested by school administration.	47	4.1	2.0
Maintain appropriate records of student performance, attendance, behavior.	61	4.3	1.5
Develop course outlines.	53	4.3	1.5
Set up and work with advisory committee.	37	4.1	1.8
Organize and encourage students to participate in a student organization.	54	4.3	1.3
Work with business and industry to secure materials.	47	3.9	2.0
Maintain informal or formal contact with students' parents.	58	3.8	1.7

* None indicated having received training.

≥ means "greater than or equal to"
< means "less than"
1 equals low
5 equals high

TABLE 3.5

Health Occupations Education Teachers' Needs

(N=54)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
INSTRUCTION			
Prepare lesson plans.	41	4.6	1.5
Develop teaching objectives.	38	4.8	2.0
Incorporate the teaching of basic reading skills into the vocational curriculum.	41	4.7	*
Incorporate the teaching of basic mathematical skills into the vocational curriculum.	63	4.6	*
Incorporate the teaching of basic writing skills into the vocational curriculum.	48	4.3	*
Use performance-based worker task lists to select competencies to be taught.	35	4.4	*
Select homework and classroom assignments that reinforce each instructional unit.	6[illegible]	4.8	*
Utilize a variety of teaching strategies (e.g., lecture, discussion simulation, role playing) as appropriate.	[illegible]0	4.7	*
Utilize audio-visual materials (e.g., film strip projector, carousel projector, video-tape, teacher-made transparencies) in the classroom.	54	4.5	*
Use individualized instruction techniques.	48	4.5	1.5
Utilize a variety of instructional materials (e.g., state-approved textbooks, commercially prepared material, state or locally-developed material).	59	4.6	1.0
TESTING AND EVALUATION			
Prepare own criterion-referenced tests.	41	4.8	2.0
Prepare own oral classroom tests.	57	4.3	*
Prepare own written classroom tests.	70	4.6	2.0
Prepare own performance classroom tests.	61	4.8	2.0
Work with administrators to conduct evaluations of own vocational course or program.	44	4.2	*
Work with administrators to use results of an evaluation to improve a program.	44	4.1	*
Grade students based upon their individual performances of specific skills.	59	4.7	2.0
Assign grades to students for their performances in the course.	65	4.7	2.0

Health Occupations Education Teachers' Needs
(cont.)

(N=54)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
TESTING AND EVALUATION (cont.)			
Identify students needing additional help.	66	4.8	*
Discuss test results with individual students.	70	4.7	*
Communicate with students at regular intervals about their progress or grade status.	74	4.9	*
Assist students to identify their skills, interests, and capabilities.	72	4.7	*
Work with administrators to evaluate the quality of available instruction materials.	50	4.2	*
CLASSROOM MANAGEMENT			
Recognize various behavior problems.	57	4.6	*
Modify behavior os students with behavior problems.	54	4.5	2.0
Use differing approaches to disciplining students.	59	4.5	2.0
Recognize drug, alcohol, and tobasco problems.	43	4.5	1.7
Maintain safety regulations in classroom.	69	4.8	*
Adapt to irregular lecture (classroom) schedules.	65	4.6	2.0
Schedule time for individual job-related projects.	54	4.4	*
Coordinate instruction with other teachers.	48	4.3	*
Cope with a diversity of basic skills.	57	4.5	2.0
COOPERATIVE EDUCATION			
Obtain input from an active advisory committee for a cooperative vocational education program.	40	4.4	*
SPECIAL NEEDS SERVICES			
Modify instructional materials for special needs (handicapped or disadvantaged) students.	33	4.4	*
Recognize the educational needs of gifted students.	44	4.5	*
Provide gifted students with an appropriately challenging instructional environment.	43	4.5	*
Recruit students into non-traditional programs.	31	4.4	*
STUDENT PLACEMENT			
Work with placement officers/guidance counselors to place students.	46	4.6	*

Health Occupations Education Teachers' Needs
(cont.)

(N=54)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
STUDENT PLACEMENT (cont.)			
Acquaint students with job descriptions.	67	4.4	1.5
Insure availability of placement resource materials such as VIEW, catalogs, Dictionary of Occupational Titles.	52	4.2	*
Assist students with career decision-making.	61	4.5	*
Discuss with employers services available from the school	50	4.5	*
Assess local and state job opportunities in own field.	67	4.4	*
Identify potential employers.	72	4.6	*
ADMINISTRATIVE			
Justify needs for equipment requested.	53	4.3	*
Order materials.	63	4.4	*
Maintain an inventory of materials.	63	4.5	*
Write reports requested by school administration.	44	4.1	*
Maintain appropriate records of student performance, attendance, behavior.	69	4.6	*
Develop course outlines.	59	4.8	2.0
Set up and work with advisory committee.	61	4.2	1.0
Organize and encourage students to participate in a student organization.	48	4.2	*
Work with business and industry to secure materials.	48	4.2	*
Maintain informal or formal contact with students' parents.	48	4.4	2.0

* None indicated having received training.

≤ means "greater than or equal to"

< means "less than"

1 equals low

5 equals high

TABLE 3.6

Prevocational Education Teachers' Needs

(N=136)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
INSTRUCTION			
Prepare lesson plans.	44	4.0	1.8
Develop teaching objectives.	34	4.5	2.0
Incorporate the teaching of basic reading skills into the vocational curriculum.	46	4.2	1.6
Incorporate the teaching of basic mathematical skills into the vocational curriculum.	51	4.4	1.5
Incorporate the teaching of basic writing skills into the vocational curriculum.	34	4.2	1.6
Select homework and classroom assignments that reinforce each instructional unit.	46	4.3	2.0
Utilize a variety of teaching strategies (e.g., lecture, discussion, simulation, role playing) as appropriate.	42	4.2	2.0
Utilize audio-visual materials (e.g., film strip projector, carousel projector, video-tape, teacher-make transparencies) in the classroom.	38	4.2	2.0
Use individualized instruction techniques.	43	4.2	2.0
Utilize a variety of instructional materials (e.g., state-approved textbooks, commercially prepared material, state or locally-developed material).	43	4.2	2.0
TESTING AND EVALUATION			
Prepare own criterion-referenced tests.	42	4.4	2.0
Prepare own oral classroom tests.	45	4.2	1.8
Prepare own written classroom tests.	53	4.4	2.0
Prepare own performance classroom tests.	54	4.6	2.0
Work with administrators to conduct evaluations of own vocational course or program.	47	4.1	2.0
Work with administrators to use results of an evaluation to improve a program.	38	4.1	2.0
Grade students based upon their individual performances of specific skills.	50	4.7	*
Assign grades to students for their performances in the course.	51	4.6	*
Identify students needing additional help.	57	4.6	1.5
Discuss test results with individual students.	52	4.4	1.5

Prevocational Education Teachers' Needs
(cont.)

(N=136)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
TESTING AND EVALUATION (cont.)			
Communicate with students at regular intervals about their progress or grade status.	58	4.5	1.0
Assist students to identify their skills, interests, and capabilities.	58	4.5	1.5
Work with administrators to evaluate the quality of available instruction materials.	43	4.2	1.5
CLASSROOM MANAGEMENT			
Recognize various behavior problems.	54	4.5	1.8
Modify behavior of students with behavior problems.	55	4.3	1.6
Use differing approaches to disciplining students.	63	4.4	1.6
Recognize drug, alcohol, and tobacco problems.	54	4.3	1.4
Select course of action for dealing with students with drug, alcohol, or tobacco problems.	37	4.1	1.5
Maintain safety regulations in classroom.	46	4.7	1.8
Adapt to irregular lecture (classroom) schedules.	54	4.2	1.5
Schedule time for individual job-related projects.	42	4.2	2.0
Coordinate instruction with other teachers.	31	4.1	2.0
Cope with students with a diversity of basic skills.	56	4.3	1.9
SPECIAL NEEDS SERVICES			
Modify instructional materials for special needs (handicapped or disadvantaged) students.	41	4.1	1.2
Modify testing instruments to accommodate special needs students.	38	4.1	1.5
Recognize the educational needs of gifted students.	35	4.3	1.4
Provide gifted students with an appropriately challenging instructional environment.	37	4.3	1.2
STUDENT PLACEMENT			
Work with placement officers/guidance counselors to place students.	30	4.0	1.5
Acquaint students with job descriptions.	46	4.2	2.0
Assist students with career decision-making.	46	4.2	2.0
Identify potential employers.	32	4.3	1.5

Prevocational Education Teachers' Needs
(cont.)

(N=136)

SKILL	PERCENTAGE OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
ADMINISTRATIVE			
Develop budgets.	33	4.4	1.5
Justify needs for equipment requested.	49	4.3	2.0
Order materials.	57	4.5	*
Maintain an inventory of materials.	52	4.4	*
Write reports requested by school administration.	47	4.0	*
Maintain appropriate records of student performance, attendance, behavior.	52	4.5	2.0
Develop course outlines.	48	4.3	1.0
Set up and work with advisory commiteee.	32	4.2	2.0
Organize and encourage students to participate in a student organization.	36	4.1	1.5
Work with business and industry to secure materials.	40	4.2	1.0
Maintain informal or formal contact with students' parents.	49	4.2	1.8

* None indicated having received training.

≥ means "greater than or equal to"

< means "less than"

1 equals low

5 equals high

The final item on the Teachers Survey was a free response item which asked teachers to list the three skills for which they feel an in-service program is most needed. They could select from the list of skills they had just rated or any others which they felt were important. The following skills were listed by at least fifty respondents.

Skill	Frequency
Modify instructional materials for special needs (handicapped or disadvantaged students).	136
Use individualized instruction techniques.	78
Incorporate the teaching of basic reading skills into the vocational curriculum.	77
Modify behavior of students with behavior problems.	68
Updating and awareness of new equipment.	58
Recognize drug, alcohol, and tobacco problems.	52
Cope with students with a diversity of basic skills.	52
Cooperative education.	52

CHAPTER III

TEACHER EDUCATORS SURVEY

In order to determine the professional development needs of vocational instructors from the teacher educators' perspective, a total of thirty-six teacher educators were mailed a survey form. These had been identifed by the Office of Vocational Education or by the department chairperson of the institution where they are currently employed as individuals who teach pre-service and/or in-service courses to vocational teachers. Twenty surveys were returned but two indicated that they did not feel qualified to respond to the survey. This brought the total of useable surveys to eighteen for a response rate of 50 percent. The areas represented by the respondents included Agriculture (8), Home Economics (7), and Distributive Education (3).

Section I - Profile of Teacher Educators

Demographic data which included such characteristics as sex, race, age, level of education, and years of experience teaching vocational education at a college or university were collected for each respondent and are displayed by area in Table 4 on the following page.

TABLE 4

Teacher Educators' Demographic Data by Area

	Sex		Race		Age				Educational Level			Years Experience				
Area	M	F	B	W	under 30	30-39	40-49	50 or older	Bach.	Master	Doct.	First Year	1-4	5-9	10-19	20 or more
Agriculture	8	0	0	8	0	1	4	3	0	1	7	0	0	1	2	4
Consumer and Home Economics	0	7	3	4	0	1	1	5	0	1	6	0	1	1	1	3
Distributive Education	2	1	0	3	0	0	1	2	0	0	3	1	0	0	2	0

In the area of Agriculture, eight respondents (100 percent) were white males. One was thirty to thirty-nine years of age; four (50 percent) were forty to forty-nine years and three (38 percent) were fifty or older. In terms of years of experience teaching vocational education, one had five to nine years of experience; two (25 percent) had ten to nineteen years and four (50 percent) had twenty or more years experience. The educational level of Agriculture vocational educators was one master's degree and seven (88 percent) doctoral degrees.

The seven respondents in the area of Home Economics were all female with three (43 percent) being black and four (57 percent) being white. One was thirty to thirty-nine years of age; one was forty to forty-nine years; and five (71 percent) were fifty years or older. Their years of experience teaching Home Economics were as follows: one had five to nine years; one had ten to nineteen years; and three (43 percent) had twenty years or more of experience. Their educational level indicated one master's degree and six (86 percent) doctoral degrees.

Of the three respondents in the area of Distributive Education, two (67 percent) were males and one was female and all three (100 percent) were

white. One was between forty and forty-nine years of age and the other two were fifty or older. In terms of experience teaching vocational education, one was in the first year while the other two had between ten and nineteen years of experience. The educational level of all three was a doctoral degree.

Section II - Teacher Educators' Perception of Available Training

Ratings of Training Opportunities. Respondents were asked to answer several questions using the following rating scale:

To a very great extent
To a great extent
To a moderate extent
To a small extent
Not at all

Table 5 through 8 provide, by area, the respondents' ratings to each question.

The first of the questions asked teacher educators to rate the extent to which they felt that there were sufficient pre-service opportunities for instructors to prepare for their responsibilities as teachers (Table 5).

TABLE 5

Sufficiency of Pre-Service Opportunities for Teachers
As Rated by Teacher Educators

Program Area	To a Great Extent	To a Moderate Extent	To a Small Extent	N
Agriculture	2	5	1	8
Home Economics	6	1		7
Distributive Ed.		3		3
				18

It is apparent across the three program areas that the majority (94 percent) of the respondents agreed to a moderate or a great extent that there were sufficient pre-service opportunities for instructors.

Next, they were asked to rate the extent to which they felt that the experience obtained through practice teaching was helpful to instructors (Table 6).

TABLE 6

Value of Practice Teaching as Rated by Teacher Educators

Program Area	To a Very Great Extent	To a Great Extent	To a Small Extent	N
Agriculture	6	2		8
Home Economics	5	1	1	7
Distributive Ed.	2	1		3
				18

Ninety-four percent agreed to a very great extent that practice teaching provided experience which is helpful to instructors.

They were also asked to rate the extent to which they felt there were sufficient in-service opportunities for instructors to up-date and maintain their teaching skills (Table 7).

TABLE 7

Sufficiency of In-Service Opportunities for Teachers As Rated by Teacher Educators

Program Area	To a Very Great Extent	To a Great Extent	To a Moderate Extent	To a Small Extent	N
Agriculture		1	3	4	8
Home Economics	1		6		7
Distributive Ed		2			2
					17

Responses to this question varied greatly within the program areas. In Agriculture, opinion ranged from a great extent (1) to a small extent (4); and in Home Economics, from a very great extent (1) to a moderate extent (6). There was more agreement across program areas with 53 percent agreeing to a moderate extent that there are sufficient in-service opportunities for instructors.

Importance of Outside Employment. Finally, they were asked to rate the extent to which they felt it was important for teachers to maintain and up-date their technical skills through outside employment (Table 8).

TABLE 8

Importance of Outside Employment to Maintaining Skills
As Rated by Teacher Educators

Program Area	To a Very Great Extent	To a Great Extent	To a Moderate Extent	To a Small Extent	Not at All	N
Agriculture	1		2	2	2	7
Home Economics	1	3	2		1	7
Distributive Ed.	1	1		1		3
						17

Responses to this question varied greatly within and across service areas of the respondents. In Agriculture, 75 percent responded to this question with ratings that ranged from a very great extent to not at all with most falling at the lower end of the scale. Home Economics respondents tended to cluster around the higher end of the scale with ratings that ranged from a great extent to a moderate extent.

Workshops and Conferences. Two questions involved the number of hours per year that respondents felt instructors should spend attending workshops related to teaching skills and to their specific discipline (Tables 9-10).

TABLE 9

Recommended Hours Per Year In Workshops Related to Teaching Skills
As Rated by Teacher Educators

Program Area	5-8	9-16	17-24	25-32	41-48	N
Agriculture	1	2	3	1	0	7
Home Economics	1	3		1	2	7
Distributive Ed.	2		1			3
						17

TABLE 10

Recommended Hours Per Year in Workshops Related to Specific Discipline
As Rated by Teacher Educators

Program Area	5-8	9-16	17-24	25-32	33-40	41-48	49 or more	N
Agriculture		1		1	2	1	3	8
Home Economics		2	1	2		1	1	7
Distributive Ed.		1	1			1		3
								18

In terms of the number of hours to be spent in workshops either related to teaching skills or related to the instructor's own discipline, there was a great deal of variation within each program area.

Respondents were asked to indicate the reason(s) which, in their opinion, prevented instructors' attendance to pre-service and in-service workshops (Table 11).

TABLE 11

Reasons for Instructors Not Attending Pre- and In-Service Workshops
As Rated by Teacher Educators

Program Area	Offered Too Far Away	Hear Too Late	No Time To Attend	Too Expen-sive	Not Worth-while	No Profes-sional Leave	Other
Agriculture	5		7	1	4	5	4
Home Economics	3	4	2	4	4	5	3
Distributive Ed.	1			2		1	1

In addition to the list of possible reasons from which to choose, space was provided for them to specify other reasons not included in the list. Some of the other reasons listed were:

1. Too lazy; unwilling to spend own money to attend
2. Not enough emphasis placed on subject matter training to give teachers a proper view of their in-service needs (i.e., too much emphasis on teaching methodology and not enough on technical aspects of subject area)
3. Travel funds are not paid
4. Incentives are inadequate
5. Workshops held where the technical expertise and facilities are unavailable for maximum benefit
6. Lack of professional integrity

Professional Organizations and Professional Journals. The teacher educators were also asked to list the professional organizations to which they felt instructors should belong and the discipline-related reading materials that they should read on a regular basis.

The following organizations in each area were cited by at least two respondents.

Agriculture

South Carolina Agriculture Teachers' Association (5)
South Carolina Vocational Association (4)
American Vocational Association (4)
National Vocational Agriculture Teachers' Association (3)
South Carolina Pork Producers Association (2)

Home Economics

American Home Economics Association (7)
American Vocational Association (6)
South Carolina Home Economic Association (4)
National Educational Association (2)

Home Economics (cont.)

South Carolina Home Economics Teachers Association (2)
Home Economics Education Association (2)
National Association of Vocational Home Economics Education Teachers (2)

Distributive Education

American Vocational Association (2)
South Carolina Vocational Association (2)
National Association of Distributive Education Teachers (2)

The following list of reading materials were provided by at least two respondents in each area.

Agriculture

Progressive Farmer (3)
Agriculture Education Magazine (2)
Vocational Education Magazine (2)
Update (2)
SCVATA and NVATA Newsletters (2)
Farm Journal (2)

Home Economics

Journal of Home Economics (5)
Vocational Education Magazine (5)
Action (3)
Home Economics Research Journal (3)
Journal of American Home Economics Association (3)

Distributive Education

NADET News

Section III - Identification of Skill Needs by Teacher Educators

Section III of the survey provided a list of seventy-two teaching skills which are used by most instructors, regardless of program area. The purpose of this section was to identify skills and skill areas for which pre-service and/or in-service training might be needed. Results of this section will

provide a list of specific skills which, according to the teacher educators, should be addressed in the planning of pre- and in-service training for vocational teachers in their program area. Classification of a skill as a "need" was based on a set of criteria established for this purpose. Explanation of these criteria will follow.

The teacher educators were asked to select those skills which they feel most vocational education instructors use within any given year. Next, they were asked to rate, on a scale of one (not at all important) to five (extremely important), each of the skills they had previously selected in terms of importance to the teaching process. Third, they were asked to indicate if they offered training in each of those skills they had selected; and finally, to rate the adequacy of the training they offered for that skill on a scale of one (not at all adequate) to five (adequate to a very great extent).

The following criteria were used to identify those skills for which pre-service and in-service training might be needed.

1. The skill had to be selected by at least 60 percent of the respondents in a program area as one used by vocational instructors in any one given year; and
2. The skill had to be considered important for vocational instructors to possess, as measured by an importance rating of at least three on the five-point scale, by at least 60 percent of the respondents; and
3. The respondents (teacher educators) indicated that they did not offer training in that skill; or
4. They indicated that they offered training but rated the training below three on the five-point scale in terms of adequacy of the training.

In order for a skill to be classified as a "need" for which pre- or in-

service training should be offered, it was necessary that three of the four criteria be met. The same set of criteria was used for each of the three program areas represented by the respondents. It should be kept in mind that the total number of respondents was eighteen and the greatest number in any one area was eight and the smallest was three. Caution must be exercised when drawing conclusions based on this data even though it is based on 50 percent of the total population.

Using the above criteria, the following skills in each program area were identified as "needs".

TABLE 12

Teacher Educators' Perceptions of Teachers' Needs

SKILL	AGRICULTURE (N=8)			HOME ECONOMICS (N=7)			DISTRIBUTIVE EDUCATION (N=3)		
	% OF RESPONDENTS ≥60%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3	% OF RESPONDENTS ≥60%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3	% OF RESPONDENTS ≥60%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
Instruction									
Incorporate the teaching of basic reading skills into the vocational curriculum.	63	4.2	2.0				67	3.0	2.0
Incorporate the teaching of basic writing skills into the vocational curriculum.	63	4.0	1.5				67	3.0	0
Incorporate the teaching of basic mathematical skills into the vocational curriculum.	63	4.4	1.5				67	3.5	2.0
Testing and Evaluation									
Prepare own criterion-referenced tests							67	4.0	2.0
Work with administrators to use results of an evaluation to improve a program.	75	4.2	2.0				67	4.0	2.0
Classroom Management									
Modify behavior of students with behavior problems.	63	5.0	2.0						
Use differing approaches to discipling students.							67	4.0	2.0
Recognize drug, alcohol, and tobacco problems.	100	4.5	1.2				67	4.0	0
Select course of action for dealing with students with drug, alcohol, or tobacco problems.	75	3.7	1.0				67	4.0	0
Maintain safety regulations in classroom.	75	4.8	2.0						
Adapt to irregular lecture (classroom) schedules.	88	4.3	2.0						
Schedule time for individual job-related projects.	63	4.4	2.0						

TABLE 12
(cont.)

SKILL	AGRICULTURE (N=8) % OF RESPONDENTS ≥60%	AGRICULTURE (N=8) RATING OF IMPORTANCE TO TEACHING ≥3	AGRICULTURE (N=8) RATING OF ADEQUACY OF TRAINING <3	HOME ECONOMICS (N=7) % OF RESPONDENTS ≥60%	HOME ECONOMICS (N=7) RATING OF IMPORTANCE TO TEACHING ≥3	HOME ECONOMICS (N=7) RATING OF ADEQUACY OF TRAINING <3	DISTRIBUTIVE EDUCATION (N=3) % OF RESPONDENTS ≥60%	DISTRIBUTIVE EDUCATION (N=3) RATING OF IMPORTANCE TO TEACHING ≥3	DISTRIBUTIVE EDUCATION (N=3) RATING OF ADEQUACY OF TRAINING <3
Classroom Management (cont.)									
Coordinate instruction with academic teachers.	75	3.8	2.0						
Cope with students with a diversity of basic skills.	63	4.8	2.0						
Cooperative Education									
Develop training plans for students in programs of cooperative vocational programs.	63	4.8	2.0						
Complete and obtain appropriate signatures for training agreements for students in programs of cooperative vocational education.	63	4.8	1.7						
Special Needs Services									
Coordinate instruction with special resource personnel.	75	3.8	1.4						
Modify instructional materials for special needs (handicapped or disadvantaged) students.	75	3.5	1.5						
Modify testing instruments to accommodate special needs students.	63	4.0	1.7						
Recognize the educational needs of gifted students.	75	4.3	1.7						
Provide gifted students with an appropriately challenging instructional environment.	63	4.4	1.7						
Student Placement									
Insure availability of placement resource materials such as VIEW, catalogs and Dictionary of Occupational Titles.	63	3.6	2.0						

TABLE 12
(cont.)

SKILL	AGRICULTURE (N=8) % OF RESPONDENTS ≥60%	AGRICULTURE (N=8) RATING OF IMPORTANCE TO TEACHING ≥3	AGRICULTURE (N=8) RATING OF ADEQUACY OF TRAINING <3	HOME ECONOMICS (N=7) % OF RESPONDENTS ≥60%	HOME ECONOMICS (N=7) RATING OF IMPORTANCE TO TEACHING ≥3	HOME ECONOMICS (N=7) RATING OF ADEQUACY OF TRAINING <3	DISTRIBUTIVE EDUCATION (N=3) % OF RESPONDENTS ≥60%	DISTRIBUTIVE EDUCATION (N=3) RATING OF IMPORTANCE TO TEACHING ≥ 3	DISTRIBUTIVE EDUCATION (N=3) RATING OF ADEQUACY OF TRAINING <3
Student Placement (cont.)									
Discuss with employers services available from the school.	75	4.0	2.0						
Administrative									
Write reports requested by school administration.	.63	4.8	2.0						

≥ means "greater than or equal to"
< means "less than"
1 equals low
5 equals high

The last item in the survey was open-ended and provided an opportunity for the teacher educators to indicate the three skills for which they feel an in-service is most needed. They were asked to use the list of teaching skills which they had previously rated or include any others which they felt should be addressed in planning for in-service training.

The following table provides a summary of their responses by program area.

TABLE 13

Skills for Which In-Service is Most Needed by Teachers as Rated by Teacher Educators

Skill	Number of Responses by Area		
	Agriculture	Home Economics	Dist. Ed.
Curriculum development and updating	5		
Testing and evaluation skills		4	
Incorporating basic skills into vocational curriculum		2	
Time management; classroom management	4	2	1
Technical skills update	3		
Public relations; communication skills	3	3	
Development and implementation of cooperative programs and on-the-job training	2		2
Using advisory committees	3		1
Teaching special needs students	2	2	1
Provide occupational information and help with career decision-making	1	2	
Using a variety of teaching strategies		2	
Recruiting into non-traditional programs	1		

CHAPTER IV

ADMINISTRATORS SURVEY

In order to determine the professional development needs of vocational instructors from the perspective of administrators, four hundred five questionnaires were sent to school administrators. These included 222 high school or comprehensive high school principals, fifty-six vocational center directors, 121 junior high school and middle school principals and six directors of special institutions such as the South Carolina School for the Deaf and correctional institutions. A questionnaire was sent to a principal or director only if there were teachers from his/her school selected to participate in the study. A total of 274 questionnaires were returned for a response rate of 68 percent. Table 14 indicates the numbers sent and response rates for each group. Throughout this chapter, whenever appropriate, data will be aggregated and analyzed by the type of school category.

TABLE 14

Response Rate of Administrators by Type of School

Type of School	Number Sent	Number Returned	Response Rate
High School/Comprehensive High School	222	158	.71
Area Vocational Center	56	45	.80
Junior High/Middle School	121	65	.54
Special Institutions	6	6	100

Section I - Profile of Administrators

Questions 1-8 of the Administrators Survey were designed to obtain a profile of the respondent groups by collecting such demographic information as type and size of school in which they are currently working, years of experience as an administrator of a school with vocational programs, and vocational teaching experience (Table 15). Personal characteristics such as six, race, age, and level of education is displayed for the group as a whole in Table 16.

TABLE 15

Administrators' Demographic Data by Type of School

Type of School	Size of School			Yrs. Experience as Adm.					Voc. Exper.		N*
	Fewer than 500	500 to 999	1000 or more	First Year	1-4	5-9	10-19	20 or more	Yes	No	
High School/ Comp.-High Sch.	38	65	55	6	37	48	52	11	38	120	158
Area Vocational Center	19	22	4	1	4	20	15	4	38	6	45
Junior High Middle School	15	37	12	2	17	19	16	7	14	49	65
Special Institution	4	2	0		2	2	2		4	2	6

* Totals may not add up to "N" due to non-response for some items.

Over 75 percent of the responding high school/comprehensive high school administrators work in schools with student populations of 500 or more. Of these, 41 percent work in schools having 1000 or more students. Forty-nine percent of the responding vocational center directors work in schools having 500 to 999 students while 42 percent are in schools with less than 500 students. The majority (58 percent) of the responding junior high/middle school

principals work in schools of 500-999 students; while 23 percent and 19 percent work in schools having fewer than 500 students and 1000 or more students respectively. For the special institutions, 67 percent had less than 500 students and two percent had 500 to 999 students.

TABLE 16

Personal Characteristics of Administrators

Sex		Age				Race				Educ. Level			N*
M	F	under 30	30-39	40-49	50 or older	Black	White	Hisp.	Asian Amer.	Bach.	Mast.	Doct.	
264	8	1	92	96	83	71	201	1	1	2	6	251	274

* Totals may not add up to "N" due to non-response on some items.

To determine the average number of instructors on which administrators were basing their responses, they were asked to provide the number of vocational teachers in their school. This question failed to specify that only non-T&I teachers should be included. It becomes apparent from the totals provided that many administrators, particularly the vocational center directors, included their T&I teachers in this item and probably as they responded to the entire questionnaire. Table 17 presents these averages by type of school and school size.

TABLE 17

Average Number of Vocational Teachers by School Size and School Type

Type of School	Less than 500	500-999	More than 1000	N
High School/Comp. High School	4	9	10	158
Area Vocational Centers	13	21	29	45
Junior High/Middle Schools	2	2	3	65
Special Institutions	3	12	0	6

Ratings of Training Opportunities. Items 10-17 addressed the areas of pre-service and in-service, practice teaching, and summer work. Administrators were asked to answer several questions using the following five-point rating scale:

To a very great extent
To a great extent
To a moderate extent
To a small extent
Not at all

The first area they were to rate dealt with pre-service. Respondents were asked to rate the extent to which they felt that there are sufficient pre-service opportunities for instructors to adequately prepare for their responsibilities as teachers. Fifty percent of the administrators who responded to this question said that there are sufficient pre-service opportunities to a moderate extent. Twenty-eight percent felt that they are sufficient to a great extent and 16 percent felt they are sufficient to a small extent. The responses to this question were further analyzed by type of school in which administrators work to see if they differed significantly from those of the group as a whole. It was found that the responses by school type are consistent with the overall group response as displayed in Table 18.

TABLE 18

Sufficiency of Pre-Service Opportunities by Type of School
As Reported by Administrators

Type of School	To a Great Extent	To a Moderate Extent	To a Small Extent	N
High School/Comp. High School	34%	47%	11%	158
Vocational Center	11%	55%	27%	44
Junior High/Middle School	22%	51%	18%	63
Special Institutions	33%	50%	16%	6

Administrators were next asked to rate the extent to which they feel there are sufficient in-service opportunities for instructors to update and maintain their teaching skills. Forty-three percent of the respondents indicated that sufficient in-service opportunities exist to a moderate extent. Thirty-two percent felt that they exist to a great extent. When the responses were analyzed by type of school, the results were again consistent with those for the overall group (Table 19).

TABLE 19

Sufficiency of In-Service Opportunities by Type of School
As Reported by Administrators

Type of School	To a Great Extent	To a Moderate Extent	To a Small Extent	N
High School/Comp. High School	39%	45%	11%	157
Vocational Center	30%	41%	27%	44
Junior High/Middle School	50%	33%	17%	65
Special Institutions	23%	41%	29%	6

Outside Employment. The importance of outside employment during the summer in jobs related to the field in which a vocational instructor teaches was

determined next. Thirty-one percent of the high school administrators felt that it was important to a great extent, while an additional 31 percent felt that it was important to a moderate extent. Vocational center directors were also equally divided in their opinion of the importance of outside employment with a very great extent and a great extent each being selected by 38 percent of the center directors. Forty-one percent of the junior high and middle school administrators felt that it was important to a moderate extent. It should be recalled that vocational center directors were probably including their T&I teachers when they responded to this survey. Their slightly higher rating of the importance of outside employment may be due to the fact that a higher percentage of their teachers are T&I teachers who often must rely on outside employment to maintain and update their skills.

This observation is supported by their estimate of the number of hours per week that the average vocational education teacher in their school worked in an outside job related to his/her field. The majority of the high school principals (60 percent) estimated that their average vocational teacher worked less than thirty hours a week with 19 percent indicating that their average vocational teacher did not work an outside job at all during the summer. In contrast, 60 percent of all the vocational center directors said that their average teacher worked from twenty-one to forty hours per week. An additional 6 percent said their teachers worked over forty hours per week. Seventy-four percent of the junior high and middle school administrators indicated that their average teacher works less than twenty hours in an outside job with 43 percent indicating no outside employment at all.

Rating of Practice Teaching. Administrators were asked to indicate the extent to which they felt the experience obtained through practice teaching was helpful

to instructors. Respondents across all school types were almost equally divided between a very great extent (34 percent) and a great extent (36 percent) in their rating of this item.

Attendance to Workshops and Conferences. Administrators' responses to the amount of time spent by vocational teachers in attending in-service workshops related to their teaching skills varied within school types but were fairly consistent across school types. Overall, 23 percent of the respondents indicated that their teachers spent between nine and sixteen hours per year attending such workshops. An additional 23 percent said that their teachers spent from five to eight hours and 18 percent indicated one to four hours. Only 2 percent said that their teachers had not attended in-service workshops related to teaching skills.

The same question was asked concerning the amount of time spent attending workshops related to skills in their own discipline. Responses were again fairly consistent across the school types. Twenty-six percent of the respondents indicated that their teachers spend nine to sixteen hours per year attending such workshops, while 24 percent said that their teachers spend from five to eight hours and 19 percent indicate one to four hours. Approximately 4 percent said that their teachers had attended no workshops related to their own discipline.

Section II - Identification of Skill Needs

Section II of the Administrators Survey provided a list of seventy-two teaching skills which are used by most instructors, regardless of program area or school type (i.e., high school, vocational center, junior high, etc.). The same list of skills used in the Teachers and Teacher Educators Survey was

used here. The purpose of this section was to identify, from the administrators' perspective, skills and skill areas for which pre-service and/or in-service training might be needed.

Results of this section will provide a list of specific skills which, based on the administrators' ratings of how well trained their teachers are in those skills, should be addressed in the planning of pre-service and in-service training for vocational teachers. As with the Teachers and Teacher Educators Survey, a set of criteria was established for the purpose of identifying and classifying a particular skill as a "need". Explanation of these criteria will follow.

Administrators were asked to select, from the list provided, the skills which they felt most instructors used within any given year. Secondly, they were asked to rate each of the skills they had just selected in terms of importance to the teaching process by using a five-point scale (one=not at all well trained, five=extremely well trained).

The administrators were not asked to differentiate between vocational teachers in the various program areas. Instead, they were asked to respond to the items as they applied to the majority of their vocational teachers regardless of program area. It should be remembered that not all administrators have every program area represented in their schools. Also, as mentioned elsewhere in this report, it is felt that vocational center directors and probably some other school principals have included T&I teachers as they responded to this survey. Although the intent of this survey was to identify needs of teachers other than T&I teachers, there may be some skills identified as "needs" which would not have qualified as such had T&I teachers been excluded.

Analysis of the administrators' responses to this section was done by the variable Type of School (i.e., high school/comprehensive high school, vocational center, junior high/middle school, and special institutions).

The following criteria were used to identify those skills for which pre-service and/or in service might be needed.

1. The skill had to be selected by at least 30 percent of the administrators in a school type as one used by their vocational instructors in a given year; and
2. The skill had to be considered important for vocational instructors to possess, as measured by an importance rating of at least three on the five-point scale, by at least 30 percent of the respondents; and
3. These administrators indicated that the majority of their vocational teachers were not well trained in that skill as measured by a rating of less than three on the five-point scale.

In order for a skill to be classified as a "need" from the administrators' perspective, it was necessary that all three criteria be met. The following skills were identified as "needs" using the above criteria (Table 20).

TABLE 20

Teachers' Needs as Identified by Administrators

SKILL	(N=158) HIGH SCHOOL/COMP. HIGH SCHOOL			(N=45) AREA VOC. CENTER			(N=121) JR. HIGH/MIDDLE SCHOOL			(N=6) SPECIAL INSTITUTION		
	% OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3	% OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3	% OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3	% OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
INSTRUCTION												
Prepare lesson plans.				40	4.6	1.6						
Incorporate the teaching of basic reading skills into their vocational curriculum				49	3.9	1.5						
Incorporate the teaching of basic writing skills into their vocational curriculum.				49	3.7	1.5						
Use performance-based worker task lists to select competencies to be taught.				33	4.3	1.9						
Use individualized instruction techniques.				33	4.3	1.8						
TESTING AND EVALUATION												
Prepare own criterion-referenced tests.										50	4.3	1.7
Assist students to identify their skills, interest, and capabilities.										33	5.0	2.0
CLASSROOM MANAGEMENT												
Modify behavior of students with behavior problems.				42	4.2	1.7				33	5.0	1.5
Use differing approaches to disciplining students.				31	4.6	1.9						
Recognize drug, alcohol, and tobacco problems.				38	4.6	1.8				33	5.0	1.5
Select course of action for dealing with students with drug, alcohol, or tobacco problems.				40	4.1	1.7				33	5.0	1.5

60

TABLE 20
(cont.)

SKILL	(N=158) HIGH SCHOOL/COMP. HIGH SCHOOL			(N=45) AREA VOC. CENTER			(N=121) JR. HIGH/MIDDLE SCHOOL			(N=6) SPECIAL INSTITUTION		
	% OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3	% OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3	% OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3	% OF RESPONDENTS ≥30%	RATING OF IMPORTANCE TO TEACHING ≥3	RATING OF ADEQUACY OF TRAINING <3
CLASSROOM MANAGEMENT (cont.)												
Coordinate instruction with academic teachers.				44	4.1	1.6				33	4.5	1.5
Cope with students with a diversity of basic skills.										33	5.0	2.0
SPECIAL NEEDS SERVICES												
Work on preparation of Individualized Education Program (IEPs) for handicapped students in conjunction with special resource personnel.										33	5.0	2.0
Modify instructional materials for special needs (handicapped or disadvantaged) students.				33	4.4	1.8						
Modify testing instruments to accommodate special needs students.				.36	4.4	1.7						

≥ means "greater than or equal to"
< means "less than"
1 equals low
5 equals high

61

Although there were skills/skill areas which were not selected by the required 30 percent of the high school/comprehensive high school and junior high/middle school administrators, there were some which did meet the other established criteria. Those selected with the greatest frequency are listed below.

Skill	High School/ Comp. High School	Junior High/ Middle School
Incorporate the teaching of vasic reading into their vocational curriculum.	24%	23%
Incorporate the teaching of basic writing into their vocational curriculum.	23%	26%
Incorporate the teaching of basic mathematical skills into their vocational curriculum.	18%	
Use performance-based worker task lists to select competencies to be taught.		15%
Modify instructional materials for special needs (handicapped or disadvantaged) students	18%	
Work on preparation of Individualized Education Program (IEP's) for handicapped students in conjunction with special resource personnel.	16%	14%
Recognize drug, alcohol, and tobacco problems.	16%	
Select course of action for dealing with students with drug, alcohol, or tobacco problems.	16%	

The final item of the administrators' survey was a free response item which asked respondents to list the three skills for which they feel an in-service program is most needed. They could select from the list of skills they had just rated or any others which they felt were important. The following skills were listed.

Skill	Frequency
Modify instructional materials for special needs (handicapped or disadvantaged) students.	36

Skill	Frequency
Incorporate the teaching of basic reading skills into the vocational curriculum.	34
Prepare lesson plans.	32
Recognize various behavior problems.	29
Modify behavior of students with behavior problems.	28
Use individualized instruction techniques.	28
Incorporate the teaching of basic writing skills into the vocational curriculum.	25

SUMMARY

In this study three populations were surveyed in order to obtain information about teachers' training and development needs from three different perspectives. Each population provided data which should be useful in the planning of in-service programs for current vocational teachers and pre-service course work for future vocational teachers. The three populations surveyed were vocational teachers, teacher educators, and administrators of vocational education programs.

Teacher educators were surveyed because they work with vocational teachers prior to their certification and later during re-certification and in-service training. It was felt that they could provide information about skills which they felt are important for teachers to possess but for which they have offered little or no adequate training. In the analysis these skills were classified as "needs" which should be considered when planning pre-service and in-service programs for vocational teachers. Because of the small number of respondents (18), a 60 percent frequency criterion had to be met before a skill was classified as a "need".

Administrators of schools with vocational programs were surveyed because they too work with teachers although in a somewhat different situation. They were asked to identify skills which they feel teachers use and which are important to the teaching process. Then they were asked to rate the adequacy of their teachers' training in these particular skills. When a discrepancy was found between the importance rating (high) and adequacy of training rating (low) of a skill by at least 30 percent of the responding administrators,

that skill was again considered a "need".

The one group which can probably best identify the training and development needs of vocational teachers is the teachers themselves. They know which skills they use or need to use and the skills in which they have received no training or feel that the training received was not adequate. As with the other [illegible] certain criteria were established which had to be met before a skill was considered a "need". In each program area at least 30 percent of the teachers had to select a skill as one that they use and consider important but have had little or no training in its use.

The skill/skill areas included in the survey were selected on the basis that they are likely to be used at one time or another by all teachers regardless of program area.

In classifying a skill as a "need", a 30 percent criterion was established. It was felt that if 30 percent of the teachers reported using a skill which they felt was important but for which they had little or no training, that skill became a "need" which deserves attention when planning pre-service and in-service training.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion:

Using the established criteria to identify a "need", most of the skills listed in this survey were classified as "needs" by teachers in each program area. (See pages 17-19, Agriculture; 20-22, Business and Office Education; 23-25, Consumer and Home Economics; 26-29, Distributive Education; 30-32, Health Occupations; and 33-35, Prevocation.)

Recommendation:

Skills which teachers considered important but for which they report having received little or no training should be reviewed by each program area. Consideration should be given to these needs when planning pre-service and in-service training, particularly during the annual teacher education conference where strategies to address these needs could be developed.

2. Conclusion:

There were many more skill/skill areas in which teachers felt a need for themselves than were perceived by either teacher educators or administrators. (See Table 3, pp. 17-35 - Teachers; Table 12, pp. 47-49 - Teacher Educators; Table 20, pp. 60-61 - Administrators.)

Recommendation:

Teacher educators, in-service program planners, and decision-makers should be made aware of those skills which teachers report using but for which they have no training. Coordination should occur with teacher educators and other providers of training to insure that teachers are

offered these skills prior to their certification or during re-certification. The needs expressed by the teachers in each program area should be prioritized based on the percentage of respondents selecting the item. Training in these skills should be planned accordingly.

3. Conclusion:

The largest percentage of teachers (43 percent), teacher educators (53 percent), and administrators (43 percent) indicated that in-service opportunities exist to a moderate extent. Additionally, there were many skills which respondents rated below three on the five-point scale in terms of adequacy of training. These low ratings are indicative of dissatisfaction with the quality of the training that was provided.

Recommendation:

In view of the many skills which have been classified as "needs" in each program area, in-service opportunities should be reviewed and upgraded in both quantity and quality.

4. Conclusion:

The main reasons cited by teachers for not attending in-service workshops and conferences were that the conferences are too far away and that they have no professional leave.

Recommendation:

Coordination should occur between teacher educators and other providers of training and school administrators to insure that training takes place where the maximum number of teachers can participate. Careful planning of in-service workshops and conferences could result in alternate delivery methods to achieve the desired benefits. The possibility of offering professional leave or other incentives should be considered to increase attendance and participation.

APPENDIX A

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

Dear Vocational Educator:

In the near future, the Office of Vocational Education will be conducting a study to determine the professional development needs of vocational educators such as yourself. The purpose of this study will be to obtain information which will help us to plan relevant pre-service and in-service training based on the needs you have indicated to us. It will be an opportunity for you to let us know those areas in which you would like to see programs developed.

All of the surveys will be sent to your school principal or center director who will be asked to distribute them to you. We hope that you will take time from your busy schedule to respond to it so that we may better plan to meet your professional needs. Please be watching for this.

Sincerely,

Maria G. Smoak

Maria G. Smoak, Consultant
Research Coordinating Unit
Office of Vocational Education

cad

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

Dear Vocational Teacher Educator:

The Office of Vocational Education, South Carolina Department of Education, is conducting a study to determine vocational teachers' professional development needs. You may already be aware of this study which will survey vocational teacher educators such as yourself as well as vocational teachers and school administrators. We are asking for your cooperation and participation in order that our results will be representative of each service area.

Please complete the enclosed survey and mail it to us in the return envelope by November 14, 1980. We appreciate your taking time from your busy schedule. Your input will aid us in our efforts to plan relevant in-service and teacher education courses for our vocational teachers.

Sincerely yours,

Moody M. Oswald

Moody M. Oswald, Director
Office of Vocational Education

MO:cd

enclosures

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

November 10, 1980

Dear Administrator:

Recently we wrote to you asking your cooperation and participation in the Vocational Educators' Needs Assessment to be conducted by the Office of Vocational Education, State Department of Education. At that time, we also asked you to distribute a letter to those vocational teachers from your school who had been randomly selected for participation in the study apprising them of this upcoming activity. We hope that because of this advance notice which you so kindly distributed to your teachers, we will have a high response rate thus making our results more valid.

Enclosed you will find a survey marked "Survey for Administrators". Please complete that according to the directions. You will also find a packet of teacher surveys each one addressed to the vocational teacher previously selected. Each packet also contains a letter to the teacher explaining the survey. We have provided you with a copy of the letter. We are requesting each respondent to return the survey to you in a sealed envelope by November 24, 1980. Please collect them and return them along with your survey by November 28, 1980.

It is important that we obtain maximum participation from you and your teachers so that we can determine what their professional development needs are. We will then be able to plan in-service training that is relevant and useful.

We appreciate your taking time from your already busy schedule to aid us in this effort.

Sincerely,

Moody M. Oswald

Moody M. Oswald, Director
Office of Vocational Education

MO:cd

enclosures

Enclosed are ___ survey(s) for the selected teachers.
Please return all surveys.

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

November 10, 1981

Dear Vocational Educator:

Recently we wrote to you to inform you about the Vocational Educators' Needs Assessment to be conducted by the Office of Vocational Education, South Carolina Department of Education. That study is now under way and we are asking for your full cooperation.

Please complete the enclosed survey according to directions and return to your principal or center director by November 24, 1980. To ensure maximum confidentiality, please use the envelope we have provided. Your principal or center director will then be responsible for returning them to our office.

We hope you will take time to respond to this survey so that we may have your input when planning for in-service training. Only through your cooperation and participation will we be able to provide services which are relevant to your needs.

We appreciate your help in our efforts to make vocational education in South Carolina even better.

Sincerely yours,

Moody M. Oswald

Moody M. Oswald, Director
Office of Vocational Education

MO:cd

enclosures

APPENDIX B

Survey No.

SOUTH CAROLINA
VOCATIONAL EDUCATORS'
NEEDS ASSESSMENT

Survey for Teacher Educators

The purpose of this survey is to determine the training and professional development needs of vocational educators.

General Directions

Please read through the entire survey before entering your actual response so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments, or suggestions. In addition, please feel free to make comments in the margins.

IMPORTANT: If you cannot answer a question or if a question does not apply to you, please leave it blank.

Directions for Section I & II

For each of the following questions, please put a penciled check-mark (X) on the blank line to the left of the response you choose as your answer

SECTION I

1. What is your age?
   _____ A. Under 30 years
   _____ B. 30-39 years
   _____ C. 40-49 years
   _____ D. 50 years or older

2. What is your sex?
   _____ A. Male
   _____ B. Female

3. What is your Ethnic or racial background?
   _____ A. American Indian/Alaskan Native
   _____ B. Asian-American/ Pacific Islander
   _____ C. Black--non-Hispanic
   _____ D. Hispanic
   _____ E. White--non-Hispanic

4. What is the highest level of education which you have achieved?
   _____ A. Bachelor's degree/four years of college
   _____ B. Master's degree/six years of college
   _____ C. Doctoral degree

5. How many years of experience have you had teaching vocational education at a college or university?
   _____ A. First year
   _____ B. 1 to 4 years
   _____ C. 5 to 9 years
   _____ D. 10 to 19 years
   _____ E. 20 years or more

SDE 26-193-00
(This form becomes obsolete 6-30-81)

SECTION II

6. To what extent do you feel there are sufficient pre-service opportunities for instructors to adequately prepare for their responsibilities as teachers?

_____ A. To a very great extent

_____ B. To a great extent

_____ C. To a moderate extent

_____ D. To a small extent

_____ E. Not at all

7. To what extent do you feel that the experience obtained through practice teaching is helpful to instructors?

_____ A. To a very great extent

_____ B. To a great extent

_____ C. To a moderate extent

_____ D. To a small extent

_____ E. Not at all

8. To what extent do you feel there are sufficient in-service opportunities for instructors to continue to up-date and maintain their teaching skills?

_____ A. To a very great extent

_____ B. To a great extent

_____ C. To a moderate extent

_____ D. To a small extent

_____ E. Not at all

Please list below the professional organizations or associations that are related to your discipline to which you feel instructors should belong.

9. _____

10. _____

11. _____

12. _____

Please list below the reading materials related to your field that you feel instructors should read on a regular basis (e.g., journals, magazines, or newsletters).

13. _____

14. _____

15. _____

16. _____

17. _____

18. To what extent do you feel it is important for teachers to maintain and up-date their technical skills through outside employment in their field?

_____ A. To a very great extent

_____ B. To a great extent

_____ C. To a moderate extent

_____ D. To a small extent

_____ E. Not at all

19. Approximately how may hours per year do you feel instructors should spend attending in-service workshops related to <u>teaching skills</u>? (DO NOT include preparation, travel, and meal time).

_____ A. None

_____ B. 1 to 4 hours per year

_____ C. 5 to 8 hours per year

_____ D. 9 to 16 hours per year

_____ E. 17 to 24 hours per year

_____ F. 25 to 32 hours per year

_____ G. 33 to 40 hours per year

_____ H. 41 to 48 hours per year

_____ I. 49 hours or more per year

20. Approximately how many hours per year do you feel instructors should spend attending in-service workshops related to their specific discipline? (DO NOT include preparation, travel, and meal time.)

_____ A. None
_____ B. 1 to 4 hours per year
_____ C. 5 to 8 hours per year
_____ D. 9 to 16 hours per year
_____ E. 17 to 24 hours per year
_____ F. 25 to 32 hours per year
_____ G. 33 to 40 hours per year
_____ H. 41 to 48 hours per year
_____ I. 49 hours or more per year

Check the reason(s) below which, in your opinion, have prevented instructors' attendance to pre-service or in-service workshops.

21. _____ The courses or workshops that are offered are too far away.
22. _____ They do not normally hear about the courses or workshops that are offered until it is too late.
23. _____ They do not have time to attend.
24. _____ The courses or workshops are too expensive.
25. _____ They do not think that the courses or workshops offered are worthwhile.
26. _____ They cannot obtain professional leave to attend workshops.
27. _____ Other (please specify) _____

_____

SDE 26-193-00
(This form becomes obsolete 6-30-81.)

DIRECTIONS FOR SECTION III

A. Check each skill you feel most instructors use within a given year. (X)

B. For each skill you checked in A, rate how important it is to instructors for teaching. Think both in terms of how valuable a skill it is as well as how often the skill is needed during the course of a year. Circle the ONE number which is closest to your rating.

C. For each skill you checked in A, check C if you teach the skill in pre-service or in-service courses. (X)

D. If you checked C, rate the extent to which the training provided by your institution is adequate for instructors. Circle the ONE number which is closest to your rating.

REMEMBER: If a question does not apply to you or your field, please leave it blank.

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
INSTRUCTION				
28. Prepare lesson plans.		1 2 3 4 5		1 2 3 4 5
29. Develop teaching objectives.		1 2 3 4 5		1 2 3 4 5
30. Incorporate the teaching of basic reading skills into the vocational curriculum		1 2 3 4 5		1 2 3 4 5
31. Incorporate the teaching of basic mathematical skills into the vocational curriculum.		1 2 3 4 5		1 2 3 4 5
32. Incorporate the teaching of basic writing skills into the vocational curriculum.		1 2 3 4 5		1 2 3 4 5
33. Use performance-based worker task lists to select competencies to be taught.		1 2 3 4 5		1 2 3 4 5

SDE 26-193-00 (This form becomes obsolete 6-3-81.)

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at all Adequate 5=Adequate to a Very Great Extent
34. Select homework and classroom assignments that reinforce each instructional unit.		1 2 3 4 5		1 2 3 4 5
35. Utilize a variety of teaching strategies (e.g., lecture, discussion, simulation, role playing) as appropriate.		1 2 3 4 5		1 2 3 4 5
36. Utilize audio-visual materials (e.g., film strip projector, carousel projector, video-tape, teacher-made transparencies) in the classroom.		1 2 3 4 5		1 2 3 4 5
37. Use individualized instruction techniques.		1 2 3 4 5		1 2 3 4 5
38. Utilize a variety of instructional materials (e.g., state-approved textbooks, commercially prepared materials, state or locally-developed materials).		1 2 3 4 5		1 2 3 4 5
TESTING AND EVALUATION 39. Use commercially-developed criterion-referenced tests.		1 2 3 4 5		1 2 3 4 5
40. Use commercially-developed norm-referenced tests.		1 2 3 4 5		1 2 3 4 5
41. Prepare own criterion-referenced tests.		1 2 3 4 5		1 2 3 4 5
42. Prepare own oral classroom tests.		1 2 3 4 5		1 2 3 4 5
43. Prepare own written classroom tests.		1 2 3 4 5		1 2 3 4 5
44. Prepare own performance classroom tests.		1 2 3 4 5		1 2 3 4 5

SDE 26-193-00
(This form becomes obsolete 6-30-81.)

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Aequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
45. Work with administrators to conduct evaluations of own vocational course or program.		1 2 3 4 5		1 2 3 4 5
46. Work with administrators to use results of an evaluation to improve a program.		1 2 3 4 5		1 2 3 4 5
47. Grade students based upon their individual performances of specific skills.		1 2 3 4 5		1 2 3 4 5
48. Assign grades to students for their performances in the course.		1 2 3 4 5		1 2 3 4 5
49. Identify students needing additional help.		1 2 3 4 5		1 2 3 4 5
50. Discuss test results with individual students.		1 2 3 4 5		1 2 3 4 5
51. Communicate with students at regular intervals about their progress or grade status.		1 2 3 4 5		1 2 3 4 5
52. Assist students to identify their skills, interests, and capabilities.		1 2 3 4 5		1 2 3 4 5
53. Work with administrators to evaluate the quality of available instruction materials.		1 2 3 4 5		1 2 3 4 5
CLASSROOM MANAGEMENT 54. Recognize various behavior problems.		1 2 3 4 5		1 2 3 4 5
55. Modify behavior of students with behavior problems.		1 2 3 4 5		1 2 3 4 5

SDE 26-193-00
(This form becomes obsolete 6-30-81.)

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
56. Use differing approaches to disciplining students.		1 2 3 4 5		1 2 3 4 5
57. Recognize drug, alcohol, and tobacco problems.		1 2 3 4 5		1 2 3 4 5
58. Select course of action for dealing with students with drug, alcohol, or tobacco problems.		1 2 3 4 5		1 2 3 4 5
59. Maintain safety regulations in classroom.		1 2 3 4 5		1 2 3 4 5
60. Adapt to irregular lecture (classroom) schedules.		1 2 3 4 5		1 2 3 4 5
61. Schedule time for individual job-related projects.		1 2 3 4 5		1 2 3 4 5
62. Coordinate instruction with academic teachers.		1 2 3 4 5		1 2 3 4 5
63. Cope with students with a diversity of basic skills		1 2 3 4 5		1 2 3 4 5
COOPERATIVE EDUCATION				
64. Organize programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
65. Select students for programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
66. Place students in on-the-job training related to their career objective in programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
67. Develop training plans for students in programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
68. Complete and obtain appropriate signatures for training agreements for students in programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
69. Inform students, parents, business-people, school administrators, guidance counselors, teachers, and the general public about cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
70. Obtain input from an active advisory committee for a cooperative vocational education program.		1 2 3 4 5		1 2 3 4 5
71. Conduct coordination visits with employers of cooperative vocational education students.		1 2 3 4 5		1 2 3 4 5
72. Inform employers and work with them regarding the Targeted Tax Credit.		1 2 3 4 5		1 2 3 4 5
SPECIAL NEEDS SERVICES 73. Work on preparation of Individualized Education Program (IEPs) for handicapped students in conjunction with special resource personnel.		1 2 3 4 5		1 2 3 4 5
74. Coordinate instruction with special resource personnel.		1 2 3 4 5		1 2 3 4 5

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
75. Modify instructional materials for special needs (handicapped or disadvantaged) students.		1 2 3 4 5		1 2 3 4 5
76. Modify testing instruments to accommodate special needs students.		1 2 3 4 5		1 2 3 4 5
77. Recognize the educational needs of gifted students.		1 2 3 4 5		1 2 3 4 5
78. Provide gifted students with an appropriately challenging instructional environment.		1 2 3 4 5		1 2 3 4 5
79. Review instructional materials for sex bias.		1 2 3 4 5		1 2 3 4 5
80. Recruit students into non-traditional programs.		1 2 3 4 5		1 2 3 4 5
STUDENT PLACEMENT				
81. Work with placement officers/guidance counselors to place students.		1 2 3 4 5		1 2 3 4 5
82. Acquaint students with job descriptions.		1 2 3 4 5		1 2 3 4 5
83. Insure availability of placement resource materials such as VIEW, catalogs, Dictionary of Occupational Titles.		1 2 3 4 5		1 2 3 4 5
84. Assist students with career decision-making.		1 2 3 4 5		1 2 3 4 5
85. Discuss with employers services available from the school.		1 2 3 4 5		1 2 3 4 5

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
86. Assess local and state job opportunities in own field.		1 2 3 4 5		1 2 3 4 5
87. Identify potential employers.		1 2 3 4 5		1 2 3 4 5
ADMINISTRATIVE				
88. Develop budgets.		1 2 3 4 5		1 2 3 4 5
89. Justify needs for equipment requested.		1 2 3 4 5		1 2 3 4 5
90. Order materials.		1 2 3 4 5		1 2 3 4 5
91. Maintain an inventory of materials.		1 2 3 4 5		1 2 3 4 5
92. Write reports requested by school administration.		1 2 3 4 5		1 2 3 4 5
93. Maintain appropriate records of student performance, attendance, behavior.		1 2 3 4 5		1 2 3 4 5
94. Develop course outlines.		1 2 3 4 5		1 2 3 4 5
95. Set up and work with advisory committee.		1 2 3 4 5		1 2 3 4 5
96. Organize and encourage students to participate in a student organization.		1 2 3 4 5		1 2 3 4 5
97. Work with business and industry to secure materials.		1 2 3 4 5		1 2 3 4 5
98. Maintain informal or formal contact with students' parents.		1 2 3 4 5		1 2 3 4 5
99. Maintain good public relations through newspaper, radio, T. V. publicity, open-houses, etc.		1 2 3 4 5		1 2 3 4 5

100. Using the list of teaching skills which you have just rated, or any others you feel are important, please list the THREE skills for which you feel an in-service program is most needed.

1. _____
   _____
2. _____
   _____
3. _____
   _____

SDE 26-193-00
(This form becomes obsolete 6-30-81.)

SURVEY NO.

SOUTH CAROLINA VOCATIONAL EDUCATORS' NEEDS ASSESSMENT

SURVEY FOR TEACHERS

THE PURPOSE OF THIS SURVEY IS TO DETERMINE THE TRAINING AND PROFESSIONAL DEVELOPMENT NEEDS OF VOCATIONAL EDUCATORS

GENERAL DIRECTIONS

PLEASE READ THROUGH THE ENTIRE SURVEY BEFORE ENTERING YOUR ACTUAL RESPONSES SO THAT YOU ARE AWARE OF ALL OF THE KINDS OF QUESTIONS YOU WILL BE ASKED. SOME OF THE QUESTIONS ASK THAT YOU WRITE YOUR RESPONSES, COMMENTS, OR SUGGESTIONS. IN ADDITION, PLEASE FEEL FREE TO MAKE COMMENTS IN THE MARGINS.

IMPORTANT: IF YOU CANNOT ANSWER A QUESTION OR IF A QUESTION DOES NOT APPLY TO YOU, PLEASE LEAVE IT BLANK.

DIRECTIONS FOR SECTION I

FOR EACH OF THE FOLLOWING QUESTIONS, PLEASE PUT A PENCILED CHECK-MARK (X) ON THE BLANK LINE TO THE LEFT OF THE RESPONSE YOU CHOOSE AS YOUR ANSWER.

SECTION I

1. In which type of school are you currently working?
   _____ A. High School
   _____ B. Comprehensive High School
   _____ C. Area Vocational Center
   _____ D. Special Institution
   _____ E. Junior High School/Middle School

2. How many students attend your school?
   _____ A. Fewer than 500 students
   _____ B. Between 500 and 999 students
   _____ C. 1000 students or more

3. Please check the program area in which you are currently teaching.
   _____ A. Agriculture
   _____ B. Business and Office Education
   _____ C. Consumer and Home Economics
   _____ D. Marketing and Distributive Education
   _____ E. Health Occupations
   _____ F. Pre-vocational

4. What is your age?
   _____ A. Under 30 years
   _____ B. 30-39 years
   _____ C. 40-49 years
   _____ D. 50 years or older

5. What is your sex?
   _____ A. Female
   _____ B. Male

6. What is your ethnic or racial background?
   _____ A. American Indian/Alaskan Native
   _____ B. Asian-American/Pacific Islander
   _____ C. Black--non-Hispanic
   _____ D. Hispanic
   _____ E. White--non-Hispanic

7. What is the highest level of education which you have achieved?

_____ A. Associate's degree/two years of college

_____ B. Three year nursing diploma

_____ C. Bachelor's degree/four years of college

_____ D. Master's degree/six years of college

_____ E. Doctoral degree

8. How many years of vocational teaching experience in your program area have you had?

_____ A. First year

_____ B. 1 to 4 years

_____ C. 5 to 9 years

_____ D. 10 to 19 years

_____ E. 20 years or more

9. How many years of related work experience in your field have you had?

_____ A. Less than one year

_____ B. 1 to 4 years

_____ C. 5 to 9 years

_____ D. 10 to 19 years

_____ E. 20 years or more

10. What is your current teaching load?

_____ A. 1 to 3 hours per day

_____ B. 4 to 5 hours per day

_____ C. 6 hours per day or more

11. How many preparations do you have per day?

_____ A. 0 to 1 preparations per day

_____ B. 2 to 3 preparations per day

_____ C. 4 to 5 preparations per day

12. Approximately how long ago did you receive your initial teacher certification?

_____ A. Completed less than 1 year ago

_____ B. Completed 1 to 3 years ago

_____ C. Completed 4 to 6 years ago

_____ D. Completed more than 6 years ago

13. To what extent do you feel that the experience obtained through practice teaching was helpful to you?

_____ A. To a very great extent
_____ B. To a great extent
_____ C. To a moderate extent
_____ D. To a small extent
_____ E. Not at all

14. How many credit hours toward teacher re-certification have you completed?

_____ A. None
_____ B. 3 to 6 credit hours
_____ C. 9 to 12 credit hours
_____ D. 15 to 18 credit hours
_____ E. More than 18 credit hours

15. Where do you receive the majority of your re-certification credits?

_____ A. Local colleges/universities
_____ B. TEC Centers
_____ C. State Department of Education in-service workshops
_____ D. Special projects
_____ E. Other (please specify) _____

16. Where would you PREFER to receive your re-certification credits?

_____ A. Local colleges/universities
_____ B. TEC Centers
_____ C. State Department of Education in-service workshops
_____ D. Special projects
_____ E. Other (please specify) _____

17. How many in-service conferences in your program area have you attended in the past 6 years?

_____ A. 0 to 1
_____ B. 2 to 3
_____ C. 4 to 5
_____ D. 6 or more

SDE 26-191-00
(This form becomes obsolete 6-30-81)

18. To what extent do you feel there are sufficient in-service opportunities for you to continue to update and maintain your teaching skills?

_____ A. To a very great extent

_____ B. To a great extent

_____ C. To a moderate extent

_____ D. To a small extent

_____ E. Not at all

Check any reason(s) below which have prevented your attendance at in-service workshops.

19. _____ The courses or workshops that are offered are too far away.

20. _____ I do not normally hear about the courses or workshops that are offered until it is too late.

21. _____ I do not have time to attend.

22. _____ The courses or workshops are too expensive.

23. _____ I do not think that the courses or workshops offered are worthwhile.

24. _____ I cannot get time off from teaching to attend.

25. _____ Other (please specify) _____

_____

Please list below the professional organizations or associations to which you belong that are related to your field.

26. _____

27. _____

28. _____

29. _____

30. _____

Please list below the periodicals related to your field that you currently read on a regular basis (e.g., journals, magazines, newsletters).

31. _____

32. _____

33. _____

34. _____

35. _____

SDE 26-191-00
(This form becomes obsolete 6-30-81)

36. During the summer, approximately how many hours a week do you work in a job related to the field in which you are teaching?

_____ A. None
_____ B. Less than 10 hours
_____ C. 10 to 20 hours
_____ D. 21 to 30 hours
_____ E. 31 to 40 hours
_____ F. More than 40 hours

37. If you work in a job related to the field in which you teach to what extent do you feel that this work outside of teaching helps you to maintain your technical skills?

_____ A. To a very great extent
_____ B. To a great extent
_____ C. To a moderate extent
_____ D. To a small extent
_____ E. Not at all
_____ F. Not applicable

SDE 26-191-00
(This form becomes obsolete 6-30-81)

DIRECTIONS FOR SECTION II

A. Check each skill you normally use in a given year. (X)

B. For each skill you checked in A, rate how important it is to you as an instructor. Think both in terms of how valuable a skill it is as well as how often the skill is needed during the course of a year.
Circle the ONE number which is closest to your rating.

C. For each skill you checked in A, check C if you were offered pre-service or in-service training which taught you the skill. (X)

D. If you checked C, rate how adequate you felt the training was.
Circle the ONE number which is closest to your rating.

* REMEMBER: If a question does not apply to you or your field, please leave it blank.

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
INSTRUCTION				
38. Prepare lesson plans.		1 2 3 4 5		1 2 3 4 5
39. Develop teaching objectives.		1 2 3 4 5		1 2 3 4 5
40. Incorporate the teaching of basic reading skills into the vocational curriculum		1 2 3 4 5		1 2 3 4 5
41. Incorporate the teaching of basic mathematical skills into the vocational curriculum.		1 2 3 4 5		1 2 3 4 5
42. Incorporate the teaching of basic writing skills into the vocational curriculum.		1 2 3 4 5		1 2 3 4 5
43. Use performance-based worker task lists to select competencies to be taught.		1 2 3 4 5		1 2 3 4 5

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at all Adequate 5=Adequate to a Very Great Extent
44. Select homework and classroom assignments that reinforce each instructional unit.		1 2 3 4 5		1 2 3 4 5
45. Utilize a variety of teaching strategies (e.g., lecture, discussion, simulation, role playing) as appropriate.		1 2 3 4 5		1 2 3 4 5
46. Utilize audio-visual materials (e.g., film strip projector, carousel projector, video-tape, teacher-made transparencies) in the classroom.		1 2 3 4 5		1 2 3 4 5
47. Use individualized instruction techniques.		1 2 3 4 5		1 2 3 4 5
48. Utilize a variety of instructional materials (e.g., state-approved textbooks, commercially prepared materials, state or locally-developed materials).		1 2 3 4 5		1 2 3 4 5
TESTING AND EVALUATION 49. Use commercially-developed criterion-referenced tests.		1 2 3 4 5		1 2 3 4 5
50. Use commercially-developed norm-referenced tests.		1 2 3 4 5		1 2 3 4 5
51. Prepare own criterion-referenced tests.		1 2 3 4 5		1 2 3 4 5
52. Prepare own oral classroom tests.		1 2 3 4 5		1 2 3 4 5
53. Prepare own written classroom tests.		1 2 3 4 5		1 2 3 4 5
54. Prepare own performance classroom tests.		1 2 3 4 5		1 2 3 4 5

SDE 26-191-00 (This form becomes obsolete 6-30-81)

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
55. Work with administrators to conduct evaluations of own vocational course or program.		1 2 3 4 5		1 2 3 4 5
56. Work with administrators to use results of an evaluation to improve a program.		1 2 3 4 5		1 2 3 4 5
57. Grade students based upon their individual performances of specific skills.		1 2 3 4 5		1 2 3 4 5
58. Assign grades to students for their performances in the course.		1 2 3 4 5		1 2 3 4 5
59. Identify students needing additional help.		1 2 3 4 5		1 2 3 4 5
60. Discuss test results with individual students.		1 2 3 4 5		1 2 3 4 5
61. Communicate with students at regular intervals about their progress or grade status.		1 2 3 4 5		1 2 3 4 5
62. Assist students to identify their skills, interests, and capabilities.		1 2 3 4 5		1 2 3 4 5
63. Work with administrators to evaluate the quality of available instruction materials.		1 2 3 4 5		1 2 3 4 5
CLASSROOM MANAGEMENT				
64. Recognize various behavior problems.		1 2 3 4 5		1 2 3 4 5
65. Modify behavior of students with behavior problems.		1 2 3 4 5		1 2 3 4 5

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
66. Use differing approaches to disciplining students.		1 2 3 4 5		1 2 3 4 5
67. Recognize drug. alcohol, and tobacco problems.		1 2 3 4 5		1 2 3 4 5
68. Select course of action for dealing with students with drug, alcohol, or tobacco problems.		1 2 3 4 5		1 2 3 4 5
69. Maintain safety regulations in classroom.		1 2 3 4 5		1 2 3 4 5
70. Adapt to irregular lecture (classroom) schedules.		1 2 3 4 5		1 2 3 4 5
71. Schedule time for individual job-related projects.		1 2 3 4 5		1 2 3 4 5
72. Coordinate instruction with other teachers.		1 2 3 4 5		1 2 3 4 5
73. Cope with students with a diversity of basic skills		1 2 3 4 5		1 2 3 4 5
COOPERATIVE EDUCATION				
74. Organize programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
75. Select students for programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
76. Place students in on-the-job training related to their career objective in programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
77. Develop training plans for students in programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
78. Complete and obtain appropriate signatures for training agreements for students in programs of cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
79. Inform students, parents, business-people, school administrators, guidance counselors, teachers, and the general public about cooperative vocational education.		1 2 3 4 5		1 2 3 4 5
80. Obtain input from an active advisory committee for a cooperative vocational education program.		1 2 3 4 5		1 2 3 4 5
81. Conduct coordination visits with employers of cooperative vocational education students.		1 2 3 4 5		1 2 3 4 5
82. Inform employers and work with them regarding the Targeted Tax Credit.		1 2 3 4 5		1 2 3 4 5
SPECIAL NEEDS SERVICES 83. Work on preparation of Individualized Education Program (IEPs) for handicapped students in conjunction with special resource personnel.		1 2 3 4 5		1 2 3 4 5
84. Coordinate instruction with special resource personnel.		1 2 3 4 5		1 2 3 4 5

SDE 26-191-00 (This form becomes obsolete 6-30-81)

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
85. Modify instructional materials for special needs (handicapped or disadvantaged) students.		1 2 3 4 5		1 2 3 4 5
86. Modify testing instruments to accommodate special needs students.		1 2 3 4 5		1 2 3 4 5
87. Recognize the educational needs of gifted students.		1 2 3 4 5		1 2 3 4 5
88. Provide gifted students with an appropriately challenging instructional environment.		1 2 3 4 5		1 2 3 4 5
89. Review instructional materials for sex bias.		1 2 3 4 5		1 2 3 4 5
90. Recruit students into non-traditional programs.		1 2 3 4 5		1 2 3 4 5
STUDENT PLACEMENT				
91. Work with placement officers/guidance counselors to place students.		1 2 3 4 5		1 2 3 4 5
92. Acquaint students with job descriptions.		1 2 3 4 5		1 2 3 4 5
93. Insure availability of placement resource materials such as VIEW, catalogs, Dictionary of Occupational Titles.		1 2 3 4 5		1 2 3 4 5
94. Assist students with career decision-making.		1 2 3 4 5		1 2 3 4 5
95. Discuss with employers services available from the school.		1 2 3 4 5		1 2 3 4 5

SDE 26-191-00 (This form becomes obsolete 6-30-81)

Skill	A Used Within a Given Year (X)	B Importance to Teaching 1=Not at All Important 5=Extremely Important	C Offered Training in Skill (X)	D Adequacy of Training 1=Not at All Adequate 5=Adequate to a Very Great Extent
96. Assess local and state job opportunities in own field.		1 2 3 4 5		1 2 3 4 5
97. Identify potential employers.		1 2 3 4 5		1 2 3 4 5
ADMINISTRATIVE				
98. Develop budgets.		1 2 3 4 5		1 2 3 4 5
99. Justify needs for equipment requested.		1 2 3 4 5		1 2 3 4 5
100. Order materials.		1 2 3 4 5		1 2 3 4 5
101. Maintain an inventory of materials.		1 2 3 4 5		1 2 3 4 5
102. Write reports requested by school administration.		1 2 3 4 5		1 2 3 4 5
103. Maintain appropriate records of student performance, attendance, behavior.		1 2 3 4 5		1 2 3 4 5
104. Develop course outlines.		1 2 3 4 5		1 2 3 4 5
105. Set up and work with advisory committee.		1 2 3 4 5		1 2 3 4 5
106. Organize and encourage students to participate in a student organization.		1 2 3 4 5		1 2 3 4 5
107. Work with business and industry to secure materials.		1 2 3 4 5		1 2 3 4 5
108. Maintain informal or formal contact with students' parents.		1 2 3 4 5		1 2 3 4 5
109. Maintain good public relations through newspaper, radio, T. V. publicity, open-houses, etc.		1 2 3 4 5		1 2 3 4 5

SDE 25-191-00 (This form becomes obsolete 6-30-81)

110. Using the list of teaching skills which you have just rated, or any others you feel are important, please list the THREE skills for which you feel an in-service program is most needed.

1. _____
   _____
2. _____
   _____
3. _____
   _____

SDE 26-191-00
(This form becomes obsolete 6-30-81)

Survey No.

SOUTH CAROLINA VOCATIONAL EDUCATORS' NEEDS ASSESSMENT

Survey for Administrators

The Purpose of this survey is to determine the training and professional development needs of vocational educators.

General Directions

Please read through the entire survey before entering your actual responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you write your responses, comments or suggestions. In addition, please feel free to make comments in the margins.

IMPORTANT: If you cannot answer a question or if a question does not apply to you, please leave it blank.

Directions for Section I

For each of the following questions, please put a penciled check-mark (X) on the blank line to the left of the response you choose as your answer.

SECTION I

1. In which type of school are you currently working?
   _____ A. High School
   _____ B. Comprehensive High School
   _____ C. Area Vocational Center
   _____ D. Special Institution
   _____ E. Junior High School/Middle School

2. How many students attend your school?
   _____ A. Fewer than 500 students
   _____ B. Between 500 and 999 students
   _____ C. 1000 students or more

3. What is your age?
   _____ A. Under 30 years
   _____ B. 30-39 years
   _____ C. 40-49 years
   _____ D. 50 years or more

4. What is your sex?
   _____ A. Female
   _____ B. Male

5. What is your ethnic or racial background?
   _____ A. American Indian/Alaskan Native
   _____ B. Asian-American/Pacific Islander
   _____ C. Black--non-Hispanic
   _____ D. Hispanic
   _____ E. White--non-Hispanic

6. What is the highest level of education which you have achieved?

_____ A. Bachelor's degree/four years of college

_____ B. Master's degree/six years of college

_____ C. Doctoral Degree

7. Have you had any vocational education teaching experience?

_____ A. Yes

_____ B. No

8. How many years of experience have you had as an administrator with responsibilities in vocational education?

_____ A. First year

_____ B. 1 to 4 years

_____ C. 5 to 9 years

_____ D. 10 to 19 years

_____ E. 20 years or more

9. How many vocational education instructors are there in your school?

_____

10. To what extent do you feel there are sufficient pre-service opportunities for instructors to adequately prepare for their responsibilities as teachers?

_____ A. To a very great extent

_____ B. To a great extent

_____ C. To a moderate extent

_____ D. To a small extent

_____ E. Not at all

11. To what extent do you feel there are sufficient in-service opportunities for instructors to continue to update and maintain their teaching skills?

_____ A. To a very great extent

_____ B. To a great extent

_____ C. To a moderate extent

_____ D. To a small extent

_____ E. Not at all

To what extent do you feel the reading materials below are currently read on a regular basis by the instructors in your school? Circle ONE number that is closest to your rating

1 = not at all, 5 = to a very great extent.

12.	Journals and magazines in own discipline	1	2	3	4	5
13.	Newsletters in own discipline	1	2	3	4	5
14.	Books in own discipline	1	2	3	4	5

15. During the summer, what is the number of hours a week the average vocational education instructor in your school works in a job related to the field in which he or she is teaching?

_____ A. None
_____ B. Less than 10 hours
_____ C. 10 to 20 hours
_____ D. 21 to 30 hours
_____ E. 31 to 40 hours
_____ F. More than 40 hours

16. To what extent do you feel it is important for teachers to maintain and update their technical skills through outside employment in their fields?

_____ A. To a very great extent
_____ B. To a great extent
_____ C. To a moderate extent
_____ D. To a small extent
_____ E. Not at all

17. To what extent do you feel that the experience obtained through practice teaching is helpful to instructors?

_____ A. To a very great extent
_____ B. To a great extent
_____ C. To a moderate extent
_____ D. To a small extent
_____ E. Not at all

18. During the past two years, what is the number of hours per year that the average vocational education instructor in your school has spent attending in-service workshops related to teaching skills? (Do NOT include preparation, travel, and meal time.)

_____ A. None
_____ B. 1 to 4 hours per year
_____ C. 5 to 8 hours per year
_____ D. 9 to 16 hours per year
_____ E. 17 to 24 hours per year
_____ F. 25 to 32 hours per year
_____ G. 33 to 40 hours per year
_____ H. 41 to 48 hours per year
_____ I. 49 hours or more per year

19. During the past two years, what is the number of hours per year that the average vocational education instructor in your school has spent attending in-service workshops related to skills in their own discipline? (Do NOT include preparation, travel, and meal time.)

_____ A. None
_____ B. 1 to 4 hours
_____ C. 5 to 8 hours
_____ D. 9 to 16 hours
_____ E. 17 to 24 hours
_____ F. 25 to 32 hours
_____ G. 33 to 40 hours
_____ H. 41 to 48 hours
_____ I. 49 hours or more

SDE 26-192-00
(This form becomes obsolete 6-30-81)

Check the reason(s) below which, in your opinion, have prevented instructors' attendance to in-service workshops.

20. _____ The courses or workshops that are offered are too far away.

21. _____ They do not normally hear about the courses or workshops that are offered until it is too late.

22. _____ They do not have time to attend.

23. _____ The courses or workshops are too expensive.

24. _____ They do not think that the courses or workshops offered are worthwhile.

25. _____ They cannot obtain professional leave to attend workshops.

26. _____ Other (please specify) _____

_____

SDE 26-192-00
(This form becomes obsolete 6-30-81)

DIRECTIONS FOR SECTION II

A. Check each skill you feel most instructors use in a given year of teaching in your school. (X)

B. For each skill you checked in A, rate how important it is to instructors for teaching. Think both in terms of how valuable a skill it is as well as how often the skill is needed during the course of a year. Circle the ONE number which is closest to your rating.

C. Rate how well prepared in this skill you feel the majority of your vocational educational instructors are. Circle the ONE number which is closest to your rating.

REMEMBER: If a question does not apply to programs in your school, please leave it blank.

Skill	A Used Within Two Years (X)	B Importance to Teaching 1=Not At All Important 5=Extremely Important	C How Well Prepared 1=Not at All Well Trained 5=Extremely Well Trained
INSTRUCTION			
27. Prepare lessons plans.		1 2 3 4 5	1 2 3 4 5
28. Develop teaching objectives.		1 2 3 4 5	1 2 3 4 5
29. Incorporate the teaching of basic reading skills into their vocational curriculum.		1 2 3 4 5	1 2 3 4 5
30. Incorporate the teaching of basic writing skills into their vocational curriculum.		1 2 3 4 5	1 2 3 4 5
31. Incorporate the teaching of basic mathematical skills into their vocational curriculum.		1 2 3 4 5	1 2 3 4 5
32. Use performance-based worker task lists to select competencies to be taught.		1 2 3 4 5	1 2 3 4 5

Skill	A Used Within Two Years (X)	B Importance to Teaching 1=Not At All Important 5=Extremely Important	C How Well Prepared 1=Not at All Well Trained 5=Extremely Well Trained
33. Select homework and classroom assignments that reinforce each instructional unit.		1 2 3 4 5	1 2 3 4 5
34. Utilize a variety of teaching strategies (e.g, lecture, discussion, simulation, role playing) as appropriate.		1 2 3 4 5	1 2 3 4 5
35. Utilize audio-visual materials (e.g., film strip projector, carousel projector, video-tape, teacher-made transparencies) in the classroom.		1 2 3 4 5	1 2 3 4 5
36. Use individualized instruction techniques.		1 2 3 4 5	1 2 3 4 5
37. Utilize a variety of instructional materials (e.g., state-approved textbooks, commercially prepared materials, state or locally-developed materials).		1 2 3 4 5	1 2 3 4 5
TESTING AND EVALUATION 38. Use commercially-developed criterion-referenced tests.		1 2 3 4 5	1 2 3 4 5
39. Use commercially-developed norm-referenced tests.		1 2 3 4 5	1 2 3 4 5
40. Prepare own criterion-referenced tests.		1 2 3 4 5	1 2 3 4 5
41. Prepare own oral classroom tests.		1 2 3 4 5	1 2 3 4 5
42. Prepare own written classroom tests.		1 2 3 4 5	1 2 3 4 5
43. Prepare own performance classroom tests.		1 2 3 4 5	1 2 3 4 5

SDE 26-192-00 (This form becomes obsolete 6-30-81)

Skill	A Used Within Two Years (X)	B Importance to Teaching 1=Not At All Important 5=Extremely Important	C How Well Prepared 1=Not at All Well Trained 5=Extremely Well Trained
44. Work with administrators to conduct evaluations of own vocational course or program.		1 2 3 4 5	1 2 3 4 5
45. Work with administrators to use results of an evaluation to improve a program.		1 2 3 4 5	1 2 3 4 5
46. Grade students based upon their individual performances of specific skills.		1 2 3 4 5	1 2 3 4 5
47. Assign grades to students for their performances in the course.		1 2 3 4 5	1 2 3 4 5
48. Identify students needing additional help.		1 2 3 4 5	1 2 3 4 5
49. Discuss test results with individual students.		1 2 3 4 5	1 2 3 4 5
50. Communicate with students at regular intervals about their progress or grade status.		1 2 3 4 5	1 2 3 4 5
51. Assist students to identify their skills, interests, and capabilities.		1 2 3 4 5	1 2 3 4 5
52. Work with administrators to evaluate the quality of available instruction materials.		1 2 3 4 5	1 2 3 4 5
CLASSROOM MANAGEMENT 53. Recognize various behavior problems.		1 2 3 4 5	1 2 3 4 5
54. Modify behavior of students with behavior problems.		1 2 3 4 5	1 2 3 4 5

SDE 26-192-00 (This form becomes obsolete 6-30-81)

Skill	A Used Within Two Years (X)	B Importance to Teaching 1=Not At All Important 5=Extremely Important	C How Well Prepared 1=Not at All Well Trained 5=Extremely Well Trained
55. Use differing approaches to disciplining students.		1 2 3 4 5	1 2 3 4 5
56. Recognize drug, alcohol, and tobacco problems.		1 2 3 4 5	1 2 3 4 5
57. Select course of action for dealing with students with drug, alcohol, or tobacco problems.		1 2 3 4 5	1 2 3 4 5
58. Maintain safety regulations in classroom.		1 2 3 4 5	1 2 3 4 5
59. Adapt to irregular lecture (classroom) schedules.		1 2 3 4 5	1 2 3 4 5
60. Schedule time for individual job-related projects.		1 2 3 4 5	1 2 3 4 5
61. Coordinate instruction with academic teachers.		1 2 3 4 5	1 2 3 4 5
62. Cope with students with a diversity of basic skills.		1 2 3 4 5	1 2 3 4 5
COOPERATIVE EDUCATION 63. Organize programs of cooperative vocational education.		1 2 3 4 5	1 2 3 4 5
64. Select students for programs of cooperative vocational education.		1 2 3 4 5	1 2 3 4 5
65. Place students in on-the-job training related to their career objective in programs of cooperative vocational education.		1 2 3 4 5	1 2 3 4 5

SDE 26-192-00 (This form becomes obsolete 6-30-81)

Skill	A Used Within Two Years (X)	B Importance to Teaching 1=Not At All Important 5=Extremely Important	C How Well Prepared 1=Not at All Well Trained 5=Extremely Well Trained
66. Develop training plans for students in programs of cooperative vocational education.		1 2 3 4 5	1 2 3 4 5
67. Complete and obtain appropriate signatures for training agreements for students in programs of cooperative vocational education.		1 2 3 4 5	1 2 3 4 5
68. Inform students, parents, businesspeople, school administrators, guidance counselors, teachers, and the general public about cooperative vocational education.		1 2 3 4 5	1 2 3 4 5
69. Obtain input from an active advisory committee for a cooperative vocational education program.		1 2 3 4 5	1 2 3 4 5
70. Conduct coordination visits with employers of cooperative vocational education students.		1 2 3 4 5	1 2 3 4 5
71. Inform employers and work with them regarding the Targeted Jobs Tax Credit.		1 2 3 4 5	1 2 3 4 5
SPECIAL NEEDS SERVICES 72. Work on preparation of Individualized Education Program (IEPs) for handicapped students in conjunction with special resource personnel.		1 2 3 4 5	1 2 3 4 5
73. Coordinate instruction with special resource personnel.		1 2 3 4 5	1 2 3 4 5

Skill	A Used Within Two Years (X)	B Importance to Teaching 1=Not At All Important 5=Extremely Important	C How Well Prepared 1=Not at All Well Trained 5=Extremely Well Trained
74. Modify instructional materials for special needs (handicapped or disadvantaged) students.		1 2 3 4 5	1 2 3 4 5
75. Modify testing instruments to accommodate special needs students.		1 2 3 4 5	1 2 3 4 5
76. Recognize the educational needs of gifted students.		1 2 3 4 5	1 2 3 4 5
77. Provide gifted students with an appropriately challenging instructional environment.		1 2 3 4 5	1 2 3 4 5
78. Review instructional materials for sex bias.		1 2 3 4 5	1 2 3 4 5
79. Recruit students into non-traditional programs.		1 2 3 4 5	1 2 3 4 5
STUDENT PLACEMENT 80. Work with placement officers/guidance counselors to place students.		1 2 3 4 5	1 2 3 4 5
81. Acquaint students with job descriptions.		1 2 3 4 5	1 2 3 4 5
82. Insure availability of placement resource materials such as VIEW, catalogs, Dictionary of Occupational Titles.		1 2 3 4 5	1 2 3 4 5
83. Assist students with career decision-making.		1 2 3 4 5	1 2 3 4 5
84. Discuss with employers services available from the school.		1 2 3 4 5	1 2 3 4 5

SDE 26-192-00 (This form becomes obsolete 6-30-81)

Skill	A Used Within Two Years (X)	B Importance to Teaching 1=Not At All Important 5=Extremely Important	C How Well Prepared 1=Not at All Well Trained 5=Extremely Well Trained
85. Assess local and state job opportunities in their own field.		1 2 3 4 5	1 2 3 4 5
86. Identify potential employers.		1 2 3 4 5	1 2 3 4 5
ADMINISTRATIVE			
87. Develop budgets.		1 2 3 4 5	1 2 3 4 5
88. Justify needs for equipment requested.		1 2 3 4 5	1 2 3 4 5
89. Order materials.		1 2 3 4 5	1 2 3 4 5
90. Maintain an inventory of materials.		1 2 3 4 5	1 2 3 4 5
91. Write reports requested by school administration.		1 2 3 4 5	1 2 3 4 5
92. Maintain appropriate records of student performance, attendance, behavior.		1 2 3 4 5	1 2 3 4 5
93. Develop course outlines.		1 2 3 4 5	1 2 3 4 5
94. Set up and work with advisory committee.		1 2 3 4 5	1 2 3 4 5
95. Organize and encourage students to participate in a student organization.		1 2 3 4 5	1 2 3 4 5
96. Work with business and industry to secure materials.		1 2 3 4 5	1 2 3 4 5
97. Maintain informal or formal contact with students' parents.		1 2 3 4 5	1 2 3 4 5
98. Maintain good public relations through newspaper, radio, T. V. publicity, open houses, etc.		1 2 3 4 5	1 2 3 4 5

SDE 26-192-00 (This form becomes obsolete 6-30-81)

99. Using the list of teaching skills which you have just rated, or any others you feel are important, please list the THREE skills for which you feel an in-service program is most needed.

1. _____
   _____
2. _____
   _____
3. _____
   _____